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ABSTRACT

This collection of 98 lesson plans for foreign language instruction is the result of a series of eight Saturday workshops focusing on ways that language teachers can develop their own communicative activities for application in the classroom. The lessons were produced by 30 foreign language teachers, each of whom was required to write a brief report on how techniques and methods of instruction covered in each workshop session could be incorporated into lesson planning, and to create an actual lesson plan based on the report. Most were successfully implemented before inclusion in the collection. While the reports and plans are language-specific, the activities can be adapted for any modern language. Strategies on which the lessons are built include confidence-building, student-centered communication, use of audio-visual materials, development of oral/aural skills, increasing motivation, introducing and stimulating cultural awareness and appreciation, and evaluating skill development. Some lesson plans are illustrated or contain reproducible materials. (MSE)

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FOREIGN LANGUAGES:

Improving and Expanding Instruction

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A Compendium of Teacher-Authored Activities for Foreign Language Classes

Edited by

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FOREWORD

The reports and lesson plans contained in this volume were produced by Broward and Palm Beach County foreign language teachers in a program funded through a grant provided by the United States Department of Education, "Secretary's Discretionary Fund: Critical Foreign Language Program."

The grant resulted from a collaborative effort between the School Boards of Broward and Palm Beach Counties and the Department of Languages and Linguistics of Florida Atlantic University, in the continuing pursuit of excellence in inservice opportunities for foreign language teachers in the South Florida area. The program was divided into three phases. This compendium is a product of Phase II.

Phase II consisted of a series of eight, Saturday workshops held on the Boca Raton campus of Florida Atlantic University. The project focused on ways teachers can develop their own communicative activities for application in their classrooms, and uses of communicative activities not only to increase student interest and participation, but also to help the student to develop the oral skills necessary for successful communication in the target language. Each workshop was conducted by an expert on the particular topic scheduled for that session.

Each of the thirty participants in Phase II was required to write a brief report on how the techniques and methods of instruction covered in each session could be incorporated into his/her lesson planning, and to create an actual lesson plan based on the report. Most participants successfully implemented the lesson plans before submitting them for replication.

Approximately two hundred fifty reports and lesson plans were submitted and about 100 were selected for replication and distribution to the entire group of participants for use in their own classrooms. The reports and plans in this work are language-specific, but the activities are universal and may be adapted for use in any modern foreign language classroom.

May, 1990

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tnd8/cbk/for(1)

SESSION I

Introduction to Second Language Acquisition:
Strategies to Build Confidence

Barbara Snyder, Ph.D.
Normandy High School
Parma, Ohio

GOALS

To examine the young language learner (11-15) and the problems in reaching and teaching them, to suggest strategies for success in dealing with students of this age group, and to present ideas and activities to use in the classroom in order to motivate the young language learner.

OBJECTIVES

Teachers will identify the characteristics of the young language learner, and will compare and contrast them with the characteristics of children and of adults.

Teachers will understand appropriate classroom management principles for use with young language learners.

Teachers will participate in a number of games and activities that can be used to motivate the young language learner.

Teachers will observe examples of creative hands-on activities and, if time, will construct one or more examples.

tnd8/cbk/for(2)

Barbara L. Billington
October 29, 1988

Introduction to Second Language Acquisition: Strategies to Build Confidence

Techniques and various forms of methodology were presented in the first workshop on 10/30/88 by Barbara Snyder. One particular activity entitled, "Tic-Tac-Toe" was chosen by this participant to meet the following requirements set forth in the syllabus:

1. To provide student centered activities.
2. To allow students to experience a creative, competitive, and communicative activity that leads to cognitive processing.
3. To allow small group student-to-student interaction.
4. To provide one-on-one student to student interaction.

Vocabulary for words referring to various members of the family were chosen as the target vocabulary. The possessive use of de and practice in using the verb llamarse were also factors of the game. Three, rather than two students, were grouped together to participate in the activity. One student in the group was chosen by others in the group to be the moderator. At least 3 rounds of play would take place, so that each member of the group could be the moderator. The M. C. (moderator) was given a master card or list of the clues or questions that the other two players would be asked. Each box on the grid was numbered from 1-9. Play began when contestant called out one of the numbers. The moderator would give the clues or ask the question listed on his master Tic-Tac-Toe grid for the number called. Players would mark either an X or an O on their blank Tic-Tac-Toe grids for correct responses. Play continued for several rounds allowing all of the students in each group the opportunity to be the moderator. Tic-Tac-Toe grids progress from single word answers to phrases using vocabulary and the possessive use of de, and finally answers that required complete sentences. Student response was positive with requests to repeat this type of activity.

for.lang./1(1)
2/1/89

Barbara L. Billington
October 29, 1988

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Lesson Plan for Spanish 901
Beginning Spanish
A.D. Henderson University Lab School
Text: Nuestros Amigos: Chapter 2

OBJECTIVES:
1. To review vocabulary words for members of the family.
2. To review possessive use of de.
3. To give practice in using verb llamarse.
4. To provide student activities where one-on-one student interaction takes place.

MATERIALS NEEDED: Several sets of flash cards with vocabulary printed on both sides--English on one side and Spanish on the other side; plain paper or worksheets with blank tic-tac-toe grids printed on them; special tic-tac-toe grids with vocabulary and directions for moderator; book Nuestros Amigos or chart of Paco's family, p. 9, pencils.

PROCEDURE:

1. Review family words with students using flash cards.
2. Distribute extra sets of flash cards. Allow students about 5 minutes for vocabulary drill.
3. Direct students attention to Paco's family tree, p. 9 in text Nuestros Amigos. Ask students questions about Paco's family using verb llarmarse and the possessive use of de. Illicit responses that also use verb llamarse and the possessive use of de. Allow 5 minutes for students to ask each other questions about Paco's family. Do not specify whether answers should be one word answers or answers written in a complete sentence.
4. Pass out blank paper and pencils. Have students number from 1-15 on both sides of paper. Explain this activity is a game not a quiz. Ask 15 questions about Paco's family. Do not specify whether answers should be one word answers or answers written in a complete sentence.
5. Ask students to set aside paper they just completed. Divide into groups of 3, having students count off 1, 2, 3. Meet with all the 1's. Tell the 2's and 3's to continue practicing vocabulary related to Paco's family.
6. Explain Tic-Tac-Toe game to 1's. Give them the moderator's Tic-Tac-Toe grid and blank grids to be used by the other students (contestants).
7. Call class to order. Moderators give contestants in their group blank grids and explain rules of the game. Begin round 1. Play as many rounds of the game as time allows. (Try to plan for at least 3 rounds of play, so that each person in the group has a chance to be the moderator.) With each round of play a new grid is used with a new set of instructions. Start with grids that require only a 1 word response. Next use grids that require a phrase with the possessive use of de. Finally, use grids with questions that require answers using a complete sentence with family words, the verb llamarse and the possessive use of de.
8. At the end of the game ask students the same 15 questions they were given before the game. Evaluate results with students.

for.lang./1(2)
2/1/89

Marilyn Olson
October 29, 1988

Introduction to Second Language Acquisition: Strategies to Build Confidence in Second Language Learning in Younger Students

WRITTEN REPORT:

My eighth grade beginning French students tend to get a bit restless towards the end of our 50-minute class period and I have been looking for some type of drill to reinforce what they are currently learning or to review previously learned material. I found Mrs. Snyder's game "Concentration" to be just what I needed.

I made a master set of five different versions: pictures/word or phrases; antonyms; cognates; verbs (French-English) and translation. Students then volunteered to make additional sets for "extra credit", after which I had the sets laminated. I put letters and numbers on the backs of each card in a particular set, i.e., V_1 (Verb set "1"), V_2 (Verb set "2"), A_1 (Antonym set "1"), etc. This allows for stray cards to be matched with the correct set, should they end up on the floor or accidentally be mixed with another set. I also made a key for each set, so the student can check whether or not his matches are correct.

I give each student extra credit points for each pair that they correctly match. This way everyone is a winner and believe it or not, often the poorer students do better due to chance or memory.

After playing the game for 10-15 minutes on several successive days, I give them a quiz on the game they have been playing. For example, if they have been concentrating on verbs, their quiz will contain the same verbs they have been using in the game. Their matches are done on a "Scan-tron" form for quick grading. The results have been excellent with the majority of the students scoring 100%.

This game has helped to create a positive learning environment and students have become enthusiastic and ask "when we're going to play 'Memory' (as they call it)."

For.Lang.I/2(1)
1/16/89

Marilyn Olson
October 29, 1988

Introduction to Second Language Acquisition: Strategies to Build Confidence in Second Language Learning in Younger Students

LESSON PLAN

McGraw-Hill French: Recongres, Part One

Lecon 2 "Deux Copines" Third day of lesson

1. Review les soeurs, les copines with pictures.
2. TPR exercise: "Levez-vous!"
   "Asseyez-vous!"
   "Levez la main droite!" (gauche)
   "Tournez à droite! (à gauche), etc.

3. Introduce vocabulary on p. 41
   A. Show the class a picture of the Smothers brothers and say: "Voila les freres Smothers, Thomas et Richard (aka "Tom et Dick) Qui est-ce? Ce sont les freres Smothers.

      Comment sont-ils? Ils sont bruns, grands, américains, intelligents. Ils chantent à la television.

   B. Show a picture of two other men (definitely NOT brothers). "Voila les copains." Voilà Paul Lebrun et Jacques Lenoir. Qui estce? Ce sont les copains.
      Sont-ils frères? Mais non, ils ne sont pas frères, ils sont copains.
      Comment sont les copains? Ils sont forts, contents, sportifs, etc.

      C.
      Alternate between the photos of "Les freres Smothers" and "Les copains"
      Comment sont les frères? Ils sont _____, _____, etc.
      Comment sont les copains? Ils sont _____, _____, etc.

4. Drill students on negative. Ils sont petits? Non, ils ne sont pas petits, Ils sont grands. Etc.

5. Have students play antonym concentration game including: petit-grand; fort faible; americain-français; triste-content, etc.

6. Have one last review with the pictures of "Les frères Smothers" et "Les Copains"

for.lang./2(2)
1/17/89

Nana Chaves
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

One of the topics covered during our first sessions was on the effective use of interaction patterns. Dr. Snyder discussed several different types of interaction patterns ranging from least effective, which involves one-way communication (that of teacher to student) to more effective small group, student to student interaction. Dr. Snyder suggested several games and small group activities which would increase individual involvement, peak student interest, as well as motivate students to participate. I especially liked the idea of the "dice game." The game, as presented, was fast-paced, fun, and unlike many "language games," it really has the feel of a game. I felt the students would really enjoy this one. We had been working on a clothing and colors unit. The vocabulary does not present any difficulty, but getting the agreement between noun and adjective correct takes quite a lot of practice. I decided to use the "dice game" as an activity to renew interest in a topic we had already been working on for a week. The manner in which we played the game is reported in my lesson plan.

The students really enjoyed this game and many commented the next day, "This is a fun way to learn." They had the feeling that they were using what they had learned for a goal-oriented purpose, which made it more meaningful to them.

Nana Chaves
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Lesson plan incorporating the "dice game" into a unit on clothing and colors:

1. Review clothing and colors using colored overhead transparencies
2. Introduce game and rules:
   a. Student rolls 2 dice (1 red and 1 white)
   b. Student matches numbers that turn up on dice with numbered items on overhead sheet and forms a complete sentence with proper noun and adjective agreement.

OVERHEAD

RED	WHITE
1. blouse	1. blue
2. dress	2. green
3. shirt	3. red
4. shoes	4. black
5. jeans	5. white
6. swimsuit	6. yellow

Ex. A student rolls a Red #3 and a White #4. He must form a complete sentence in Spanish saying: La camisa es negra.

   c. If the student forms a correct utterance, he is awarded the total number of points that appeared on the dice. 3+4=7
   d. Additional rules - If 1 die falls on the floor, that student has 1 point deducted from the score. If both dice fall on the floor, he gets a minus 5.
   e. 5 rounds are played within a group of 4 students.
   f. At the end of 5 rounds, the student with the highest number of points wins and may choose a prize from the prize box.

Denise A. Cordova
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

Dr. Barbara Snyder made three points in this workshop which greatly impressed me. The first is that "a drill is only effective for ONE MINUTE!" She added, "Better to use a drill as a reminder and then practice with a game." More important to me, however, was that Dr. Snyder differentiates between a drill (controlled by linguistic considerations) and a practice (where students perceive and react to the language in a meaningful context). Lastly, the student-centered activities which Dr. Snyder shared with us provide much more time for each student to perform - play, read, speak -- than in the ordinary situation of the teacher-centered classroom. I was leery to trust the students' ability to work accurately with each other as their main check; I found it easier to roam about the classroom under the Snyder set-up and was pleasantly surprised to see how enthusiastically the groups were working.

The first day of classes following this workshop, I developed a paired tic-tac-toe game to practice the Monuments of Paris and a Match game set of cards to practice the differences between using "avoir" or "etre" with monter, descendre, passer, sortir and rentrer. This list of questions is submitted as my sample lesson plan.

for.lang./4(1)
2/1/89

Denise A. Cordova
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

To practice "avoir" and "être"
passe composé (Nos Amis, Ch. 11)

MATCH GAME:

Prepare sets of cards for each two students, half bearing a subject and auxiliary verb from column "A" and half with past participle and ending of the sentence from column "B". Students will flip one card at a time, trying to make grammatically correct pairings of sentence halves.

A	B
Rose et Michelle ont	montés sur leurs velos.
Nous avons	rentré les achats.
Est-ce que vous avez	descendu les disques?
Les filles ont	sorti leurs devoirs.
J'ai	passé un mois à Paris.
Est-ce que tu as	sorti les bicyclettes?
Elle a	monté les livres au 3ieme étage.
Les élèves ont	RENDU les papiers au professeur.

A	B
Les garçons sont	montés en haut de la Tour Eiffel.
Mes tantes sont	rentrées à 6h30.
Ma cousine est	descendue au sous-sol.
Elle est	passée par Lyon.
Christine, est-ce que tu es	sortie hier avec Bernard?
Nous sommes	sortis de la maison.
Sa grand-mère est	rentrée chez elle.
Rose et David, est-ce que vous êtes	descendus au rez-de-chaussée?

for.lang./4(2)
2/189

Enriqueta Mendez
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

In Lesson 15, comparatives are introduced. In the last workshop session, the guessing game was introduced and explained. I gave my students the following directions. The object of the game is to discover the name of the person I am describing to you. Raise your hand when you know who I am talking about. I am describing someone in this room.

Esta estudiante es inteligente.
Es mucho más alta que yo.
No es, trigueña.
Es más rubia que Susana.
Es bonita.
Le gusta bailar.
Tiene el pelo mas largo que yo.
Es menos gorda que yo.
Está en el equipo de basquetbol.
Es _____.

I also made a concentration game for this unit with the information from the last session. I made 8 sets because I have 30 students in my class. I drew small pictures of the vocabulary dealing with camping equipment, or other vocabulary in the unit. I reproduced these pictures with the Xerox machine, and glued them to small cards for the different sets. I found that the different color index cards worked great. Unfortunately, I also discovered too late, that they could see through the white set. In class I told the students to set their desks in sets of four, making a table. I gave each group one of the sets. I told the students that the game is a game of concentration, or memory. Many remembered playing Memory when younger.

Each picture has a word, written in Spanish, that matches the picture. The person with the most cards at the end of the game is the winner. They loved this game.

Enriqueta Mendez
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Introduction of Lesson 15 - Camping

1. Use flash cards (pictures with new vocabulary) (8 min.)
   Examples: the lantern, canteen, tent, first-aid kit.

2. Give three students one of the pictures. Have them talk about the picture. Have them ask the class questions about the picture. Give the students a plus in their class participation grade. (5 min.)

3. Have students divide into groups of twos. Give directions to the groups. Each group will have a picture. Each person in the group will look at the picture at the same time. First of the two who writes 8 correct sentences about the picture is the winner. (10 min.)

4. Introduce to the class (más/menos que),
   Use students to demonstrate. Paco es más alto que yo
   Este estudiante es más rubio que AJuan. Este estudiante tiene más libros que él. (5 min.)

5. Pick one student, but do not tell the class. By using más/menos que have the class guess who the student is. (2 min.)

6. Students do exercises 10 and 11, page 154. (10 min.)

7. Students play game of concentration. (10 min.)

for.lang.-I/5(2)
2/13/89

Randee Sue Pellegrino
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

I developed a series of activities in French to review, practice and reinforce the passe compose with both avoir and etre. These activities were coordinated with a review of the past tenses in Chapter 27 of Le Monde des Jeunes, our level III textbook.

I chose this topic because it is a recurring, key grammatical point. The goal of my lesson was to provide a progression of varied activities that were student-centered and goal-oriented. I wanted students to recognize that the games were purposeful and goal-directed.

The two game formats used were dice and match/mismatch. These games were selected because they may be completed in short segments of time. They are also adaptable for lower level students.

I found that the use of these fun games lowered students resistance to reviewing and re-practicing a rather tedious grammatical point. This was true for students who thought that they knew the passe compose better than they did as well as for students who thought they would never remember it!

for.lang.-I/6(1)
2/13/89

Randee Sue Pellegrino
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Passe Compose: Festival of Games

Goal Using a series of games, review, practice and reinforce the following points relating to the passe compose:
a. present tense of the verbs avoir and etre
b. past participles
c. passe compose formation with avoir or etre
d. agreement rules for passe compose verbs
e. verb meanings

1. Review lesson goals and grammatical points to be practiced. Tell students that they will be asked to identify the points practiced in each activity.
2. Warm Up: Using the overhead projector, show individual forms of avoir and etre. Students hold up card with A (avoir) or E (etre) to show that they recognize verb forms.
3. Three short dice games - printed on worksheet
   a. subjects and infinitives of verbs that form passe compose with avoir Students say subject and verb phrase in past tense.
   b. subjects and infinitives of verbs that form passe compose with etre. Students say subject and verb phrase, also any letters added for agreement.
   c. subjects and infinitives that form passe compose with avoir or etre. Students follow same directions as for a and b.
4. Assign homework which will be to write the sentences from the verb game.
5. Make your own adaptation of match/mismatch.
   Step 1: Using transparencies, show students four short lists with the following items:
      a. present tense avoir and etre forms
      b. infinitives and English of verbs that form passe compose with avoir.
      c. infinitives and English of verbs that form past with etre.
      d. past participles of verbs on lists b and c.
   Go through each list having students show avoir or etre card as in warm up. Step 2: After each list, students write 6 items of their choice on slips of paper. When lists and slips are finished students can play an adaptation of match/mismatch. Any 2 items relating to avoir or any 2 relating to etre are a match. Avoir and etre items are a mismatch. These games can later be used for individual review as a sorting exercise, grouping all avoir items and then all etre items.
6. In some classes there was time for a follow-up game of match/mismatch where beginning of sentences had subject and avoir or etre form and the end had a verb phrase containing a past participle from an etre or avoir verb.
7. Partner Practice using a list of sentences in the past tense describing summer activities. Each student reads and chooses 4 activities that he/she did the past summer. Working with a partner students take turns trying to guess their partner's summer activities.
8. Review games by asking students which points they practiced in each game.

for.lang.-I/6(2)
2/13/89

Amy R. Pearlman
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

Experience was highlighted in this session as one of the strongest facilitators for memory. It was suggested that instructors minimize "teacher-centered" activities in order to foster experiential learning.

In the attached lesson plan I have attempted to set up activities that will give each student an opportunity for maximum participation through oral and written practice. The students are given an opportunity to talk about their own and their classmates' likes and dislikes. I have varied the classroom structure to provide individualized, small group and whole group settings.

for.lang.-I/7(1)
2/13/89

Amy R. Pearlman
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

French I, Bonjour! Unite 1, Lecon 4
Section C. La Construction Verbe + Infinitif.

Objective: To practice expressing what one and one's classmates do and do not like to do.

1. Instructor orally reviews relevant vocabulary and structures using choral practice and visuals (overhead or charts).

J'aime.....		chanter
	+	nager
Je n'aime pas.....		ecouter la radio
		regarder la tele
(3-5 minutes)		travailler
		voyager
		jouer au tennis
		parler francais
		skier
		etc.

2. Each student prepares a written statement introducing him/herself (Je m'appelle....., J'habite a .....) and listing at least five things that he/she does or does not like to do. (Students may choose to assume a fictional or celebrity identity.) (5-7 minutes)

3. Students (two at a time) go before their classmates/members of the press to introduce themselves and give their likes and dislikes. The members of the press question the celebrity panelists in order to verify their statements. When all statements have been verified, a new set of celebrities steps up to the panel. (Depending on class size, it may be necessary to have two or more panels going at once.) (Members of the press should take notes.) (3-5 minutes per panel)

4. Break into groups of 3-4 students to try and come to a consensus about what most of the panelists did and did not like. (5 minutes)

5. Use any time remaining to allow students to poll their classmates to check the accuracy of their observations. Have students raise hands and count responses to
   Qui aime danser?
   Qui aime jouer au tennis?
   (This activity previews a structure presented in the next lesson: p. 75, B.Qui?, Questions that begin with "qui".)

for.lang.-I/7(2)
2/13/89

Teresita Bertot
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

I did not attend Barbara Snyder's workshop last year, but as a language facilitator, I had the opportunity of listening to some of her lectures. This year, she reminded me of effective techniques that can be easily incorporated into our lesson plans.

These past weeks, I incorporated two of Mrs. Snyder's activities in my lesson plans for my French I students who are using the newly adopted textbook Bonjour by Rebecca Valette.

One of these activities was a concentration game to review orally the basic structures learned in the introductory chapter: Prélude. I prepared one sample set of cards, and one of my advanced students prepared the other sets. I used different color cards for each set.

The other activity was a dice game to practice the first group of French verbs presented in Unit I. I prepared one game for every lesson in the unit, using for each one only the verbs introduced in that specific lesson.

I am including here only those parts of the lesson that deal with the workshop. I hope they will be acceptable and useful for the other French teachers using this book.

for.lang.-I/8(1)
2/13/89

Teresita Bertot
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

CONCENTRATION GAME

Subject: French I

Objective: The students will practice orally the basic French structures learned in the introductory unit: Prelude.

Pre-Activities: During the preceding weeks the students have been practicing these structures by answering the questions asked by the teacher or by another student.

Game: The students work by pairs to match the questions and the answers.

Follow-up: The students will put together a list of questions/answers organized by topics: greeting, personal data, time, seasons, etc. that will be used as review for semester exams along with a similar one prepared for the other units.

Questions	Answers
1. Comment t'appelles-tu?	1. Je m'appelle ...
2. Qui est-ce?	2. C'est ...
3. Ça va?	3. Oui, ça va.
4. Comment vas-tu?	4. Comme ci, comme ca.
5. Comment allez-vous?	5. Très bien. Et vous?
6. Donnez-moi un Coca-Cola. C'est combien?	6. Cinq francs.
7. Quelle heure est-il?	7. Il est ... heures.
8. A quelle heure est la classe de français?	8. A ... heures.
9. Quel jour est-ce aujourd'hui?	9. Aujourd'hui, c'est...
10. Quand est l'anniversaire de Monique?	10. C'est en décembre.
11. Quel temps fait-il en hiver?	11. en hiver, il fait froid.
12. Quelle température fait-il aujourd'hui?	12. Il fait dix degrés.
13. Est-ce qu'il pleut aujourd'hui?	13. Oui, il pleut aujourd'hui.
14. Quels sont les jours de la semaine?	14. Ce sont lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche.
15. Quelles sont les saisons?	15. Ce sont le printemps, l'été, l'automne, l'hiver.

for.lang.-I/8(2)
2/13/89

Teresita Bertot
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Subject: French I

Objective: To practice present tense of - ER verbs.

Pre-Activities: I put on the overhead projector a transparency on which I have written the subject pronouns in red and the verbs in green (in the infinitive form). I use the verbs listed for each chapter.

	RED	GREEN
1.1	1. je	1. parler
	2. tu	2. skier
	3. il	3. jouer
	4. nous	4. telephoner
	5. vous	5. visiter
	6. ils	6. diner
1.2	1. je	1. habiter
	2. tu	2. arriver
	3. Paul	3. inviter Monique.
	4. Nous	4. etudier
	5. Vous	5. danser
	6. Jean et Henri	6. rentrer
1.4	1. je	1. chanter
	2. Helene et Louise	2. nager
	3. Vous	3. travailler
	4. Elles	4. voyager
	5. Nous	5. regarder la tele.
	6. Tu	6. ecouter

for.lang.-I/8(3)
2/13/89

Nicole Gumbrill
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

Barbara Snyder was one of the first influences in my teaching career. Last spring, I participated in one of her sessions and I am a better teacher for it. I have applied her techniques and my students have reacted very positively.

Formal lessons are only a small part that the students internalize. They acquire language through all the senses. The classroom environment must be comfortable.

Experience and association help students remember things. With T.P.R. (Total Physical Response), students learn meaning. The teacher models everything in the target language through the use of commands. Students in turn must pay attention. Attention is important for learning. Other activities used for the same purpose are: the Dice Game for verb drills, Picture-Centered Activity and Partner Activity with cards.

My lesson plan is based on the above in order to review Lesson I through V in "Salut les Amis". Students learned in those lessons how to conjugate numerous "er" verbs in the present tense, one subject pronoun at a time. Today, they will have to practice all forms of the present, positively and negatively.

Nicole Gumbrill
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Objectives:

1. to practice "er" verbs plus vocabulary associated with them.
2. to practice "er" verbs in the present tense with all subject pronouns.
3. to practice all of the above positively and negatively.

Activities:

1. Dice Game (18 min.) Students start warming up with the activity of rolling their dice in order to match proper verb endings with subject pronouns.

1. Je	1. jouer	Positive
2. Paul	2. parler	Negative
3. Tu	3. telephoner	P
4. Marie et Sophie	4. regarder	N
5. Nous	5. ecouter	P
6. Vous	6. voyager	N

The students play a second round, this time to add a proper ending after the verb: 1. à Paris- 2. français- 3. à Marc- 4. la radio- 5. au hockey- 6. la radio.

2. Picture-Centered Activity (20 min.) Students are shown pictures taken out of magazines, representing actions of the 25 "er" verbs they learned. Teacher leads the exchange of questions/answers about pictures. This is a wonderful communicative practice.

3. Partner Activity (15 min.) Students sit with their partners and work on matching cards. (1/2 of the deck has part of a sentence, second 1/2 has the rest of the sentence). In this activity students manipulate previous spoken words now written.

4. Finally, students write 5 sentences about what they do or do not do. This puts their own world, or reality, into their practice.

Ex: Je joue au football
Je n'étudie pas souvent
Je voyage rarement
Je ne travaille pas
J'aime Denise

Monika Adams
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

I am very fortunate to have had the opportunity to participate in the above-listed foreign language workshop conducted by Dr. Barbara Snyder. Although I am a native of Germany, I have lived in France for two years prior to coming to this county at the age of twenty-four and am therefore rather proficient in both German and French. I have long felt the need for expanding my strategies for teaching foreign languages.

The workshop by Dr. Snyder was very informative and interesting, as well as very useful in helping me towards achieving my goal of improving my students' communicative skills in foreign languages.

Many creative, cooperative and communicative activities were presented. All of those activities and teaching/learning strategies were based on current research and learning process, an important motivational factor in the foreign language classroom.

Since I consider the acquisition of vocabulary in a foreign language to be of utmost importance, I have often been concerned about my students' rather poor retention of French and/or German words. Dr. Snyder's emphasis upon the importance of providing students with experiences and association type activities to insure better recall of vocabulary, for example, gave me the idea for a new way of introducing chapter vocabulary.

My German I students were instructed to illustrate a number of vocabulary words and to present these pictures with their German labels (words) to their classmates. The visual recognition, oral and written practice of German words was a lot of fun for the whole class. Student involvement and enthusiasm was high and this association-type activity did improve recall.

Monika Adams
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

German I Unit 3 Deutsch Aktuell I

Student will construct a large letter-size flash card depicting a German noun listed in the chapter vocabulary.

Learning Objectives:

1. Students will identify the nouns in this chapter orally when given the appropriate picture clue.

2. Students will pronounce the German nouns correctly.

3. Students will write the German nouns with their plural forms when given the picture clue.

4. Students will identify the correct German noun when being given English cues orally and/or written.

Advance Organizer: * Compare and contrast the German public transportation system, trains in particular, versus our American system.

* Discuss our favorite mode of transportation.

* Read introductory dialogue "Auf dem Bahnhof."

Teaching Method: Students were assigned two or three nouns (each to be from an illustrated magazine picture, drawing, etc.) on a large letter-size piece of construction paper or posterboard. The back of this flash card was to contain the German word with the definite article and its plural form in large print. Each student presented his flash cards to the class, showing it, pronouncing the word correctly, etc. After all of the words were presented, the teacher held up each card again asking a student to identify it in German orally and then to write it on the blackboard. If the correct answer is given, student keeps the card. Student with the most cards wins a prize.

Follow-Up Activity: Spread cards out picture side up, divide students into four groups, give German cues to each group. If the group members find the correct card, give its German plural form and then its English equivalent, they keep it; if not they lose their turn. Group with the most cards wins.

Cards also come in handy for review-type activity.

for.lang.-I/10(2)
2/18/89

José J. Rodríguez
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

On Saturday, October 29, 1988, I attended Session I of the course "Improving and Expanding Instruction" at Florida Atlantic University, Boca Raton, Florida.

This session was devoted to "Introduction to Second Language Acquisition and Strategies to Build Confidence in second language learning in younger students. The presentation was given by Dr. Barbara Snyder through the whole day after a kind introduction by Dr. Weiser, Chairman of the Department of Language and Linguistics at FAU and by Mr. Richard Saporita, Curriculum Specialist for the School Board of Education of Palm Beach County.

We were given a collection of writings from Mrs. Barbara Snyder entitled, "Introduction to Second Language Acquisition: Strategies to Build Confidence."

Mrs. Snyder, then, went into orderly reading, commenting and explaining the main parts of her pamphlet; she also answered the questions raised by some of the students.

Mrs. Snyder gave emphasis to the activities of a class as a very good part of the lesson plan and implementation of it; she suggested leaving the activities to the end of the class when the students may be becoming tired. The students will know themselves better through these activities creating in this way, confidence in the class itself.

Mrs. Snyder explained TPR (Total Physical Response), a system of commands developed by James Asher; it is a system of commands without really using commands.

She went also into the explanation of the games that she is suggesting as a means to make a lesson more interesting:

Name Game
Dice Game
Concentration Game
Creative Crossword
Wordfind
Creative Bingo
Match Games I and II
Zepplin Game

She ended the session with a number of suggestions as characteristics for a good Lesson Plan:

a) Student Centered;
b) Action-oriented;
c) Learnable Segment;
d) Short Segment;
e) Focus on practice; gaining experience;
f) Concrete: based on reality;
g) Variety;
h) High interest materials;
i) Time on task;
j) Purposeful, goal-oriented.

José J. Rodríguez
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Subject: Spanish I

Objective: To teach students the forms "tú" and "usted."

Pre-activities: Students already know the pronouns yo, tú, él, ella and know how to answer questions in connection with some of the "-ar" verbs: hablar-estudiar-trabajar-nadar-tocar...

Follow-up: The students work by pairs asking questions through the use of verbs as above mentioned, and matching the questions with the corresponding pronouns: yo, tú, él, ella.

Structure: When we are talking to one another in Spanish, we use either "tú" or "usted."

We use "tú" when we are addressing a classmate, a friend or a member of the family (except in Puerto Rico where parents prefer to be addressed with usted); this is the informal or familiar form of address. In this case, the verbs must end in -as; tú hablas.

We use "usted" when we are addressing a doctor, a lawyer, a teacher or any other professional or a stranger. This is the polite or formal form of address. In this case the -ar verbs must end in a; usted habla. (Ud. is the abbreviation of usted.)

Activity I: Using "tú" with classmates:

1 - Tocas la guitarra? Sí, toco la guitarra.
2 - Nadas bien? No, no nado bien.
3 - Trabajas hoy? No, no trabajo hoy.
4 - Ganas mucho dinero? Sí, gano mucho dinero.

Activity II: Using the same sentences of activity I but using "usted":

1 - Toca usted la guitarra, Sra. Snyder?
2 - Nada usted bien, Sr. Saporita?
3 - Trabaja usted hoy, Sr. Gobernador?
4 - Gana usted mucho dinero, Dr. Weiser?

Game: Students will be divided by pairs; students I are playing the role of teachers and ask the students questions using "tú"; students II play the role of simple students; they ask the teachers (students I) questions using usted. Any time that there is a mistake or confusion there is a loss of ten points in a scale of 100 points. The students who score the highest points win the right to participate in the raffle of a beautiful pen ($1.00 worth).

for.lang.-I/11(2); 2/18/89

Marilyn G. Mugnani
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

Language Acquisition

The point that was most clearly developed for me in this workshop was that of language acquisition through "experience". Giving language experience to students in a 45-minute artificial situation seemed to become more and more elusive each year. I was dubious about some of the activities suggested but willing to give them a try.

I began by introducing the new vocabulary (people) through pictures of many different people. The reaction was very encouraging. It was evident that comprehension was at a very high level. I continued to use the same pictures and to add new ones in subsequent sessions. The next lesson dealt with adjectives and I used the "people" pictures for descriptive purposes emphasizing the masculine/feminine and singular/plural endings used in each case. As we moved into the third lesson of the unit, I introduced the irregular verb tener (to have) and again using the familiar pictures we practiced the different verb forms using the different people as subjects. Finally, we added the last set of vocabulary (objects) and used them as direct objects of the verb.

The people pictures have become members of the class and the students are very receptive to their expanded use in new situations. Comprehension is moving on to more verbal expression as the class becomes more and more comfortable with the "new members" of our group.

I also tried using partner activities. I found that the noise level (my greatest fear) was not bad at all and that participation by everyone was much more effective than other methods I had previously used for practice.

I am not yet willing to abandon all traditional methods. I still feel spelling and correct structure are very important and must be pursued through memorization and written exercises for practice and accuracy.

for.lang./12(1)
2/18/89

Marilyn G. Mugnani
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Lesson Plan - November 17, 1988

1. Opening prayer followed by the customary response, "Dios nos bendiga, hoy y siempre...amen."

2. Spelling quiz on vocabulary, p. 100 (Objects)

3. Introduction of the verb TENER on the board

4. Practice new verb forms using the people pictures as subjects: For example:

Teacher	Show picture of...	Student...
¿Qué tienes?	a radio	Tengo un radio.
¿Es viejo?		Sí, es viejo.
¿Qué tiene la señora?	a woman and a bag	(La señora) tiene un bolso.
¿Qué tienen los alumnos?	students and books	Tienen libros.
¿Son nuevos?		Sí, son nuevos
¿Qué tienen uds.?	pencils	Tenemos lápices.
¿Son caros?		No, son baratos

5. Introduce new vocabulary during the exercise.

caro	barato
nuevo	viejo

6. Have students move their seats next to their partner and do Activity 1 and #1-5 of activity 2 with each other. (Remind students to be attentive to the different endings on the adjectives used in the exercise.)

7. Write out #6-10 of Activity 2 and check it orally.

8. Homework - Study the vocabulary on page 101 and the verb TENER on 111.

for.lang.-I/12(2)
2/18/89

Elena M. Marin
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

I find that organizing students in small groups or teams, and allowing them to work together in non-threatening situations, develops their self-confidence, and increases their motivation and attention span.

I believe in using as many different activities as possible to review each skill taught. Using games as the means to practice these skills, gives the students variation and enjoyment, and furthermore, it releases the anxiety which many young people feel about learning a new language.

I have found that in small group activities students seem to be much more creative than they are on the traditional one-to-one teaching method. Introducing games as one of the ways to learn, develops enthusiasm and encourages students to work at their highest potential level.

for.lang.-13(1)
2/18/89

Elena M. Marin
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Objective: To reinforce "opposites" in a Spanish Level II class and to have students use these forms to communicate ideas to each other.

Pre-game Preparations: Write the following pairs of words on separate 3 X 5 cards. Divide a class of 28 into groups of 4's.

Warm-up Activity: Teacher gives one of the pairs of the opposite words, student provide the partner pair.

abrir - cerrar	alto - bajo
gordo - delgado	blanco - negro
rubio - trigueño	sucio - limpio
grande - chico	dificil - fácil
feliz - triste	entrar - salir
ancho - estrecho	trabajador - vago

Activity: Concentration Game. (As soon as each pair is found, student must make up statement using both words.)

Evaluation: Students re-write paragraph prepared by teacher changing the underlined words to the opposite meaning.

Ex. Un muchacho <u>gordo</u> y <u>rubio entra</u> en su casa...
Un muchacho delgado y trigueño sale de su casa...

Homework: Students pick 5 of the pairs of "opposites" and they write sentences using correct grammar and spelling.

for.lang-I/13(2)
2/19/89

Jane Revuelta
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

After viewing the videotapes of the first workshop (I was unable to attend the first meeting). I realized how to make the class more interesting by incorporating activities relevant to the subject being studied.

Although I very rarely use this method of teaching, I decided to try it and was pleased with the results. Not only did the students enjoy doing something different, they loved playing the game and everyone, even the shy ones were eager to participate.

We played at the end of the period for approximately 10 minutes and even though we were unable to get through the entire list of verbs, we covered many of them since there was always someone who knew the answer and it went fairly fast. I was surprised to see how many of these verbs they had retained without actually studying them -- just from drilling, writing sentences and playing, and even more pleased to see the positive results on the test the next day.

As one can see from the attached test, it is not an easy one. I always test verbs in context and students are not always as successful as when it is just a matter of providing the word in translation. However, this time many more students achieved the objective and were successful; perhaps because they were able to associate the verb with the game of acting it out and therefore retained the information and were able to recall it on the test.

for.lang.-I/14(1)
2/18/89

Jane Revuelta
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

The students will learn and be able to use the following verbs which pertain to the lesson presently being studied:

1.	decorar	9.	romper
2.	dudar	10.	oir
3.	empujar	11.	salir
4.	iluminar	12.	repartir
5.	estallar	13.	seguir
6.	faltar	14.	despedirse de
7.	llenar	15.	divertirse
8.	responder	16.	encargarse de

The students have previously seen these verbs in context in the readings in textbook.

Write verbs on the board. Point out all irregularities.

Have students look up definitions. Go over them.

Drill verbs in class by asking questions or forming oral sentences in class.

Homework: Write one sentence with each verb. Before collecting homework, have students share their sentences with the rest of the class by calling on them.

Activity: Play a game of charades.

Teacher first acts out or draws on board one verb trying to get the students to guess what the verb is.

Students raise hand, teacher calls on him/her; if answer is correct that student goes up and goes through the routine and so on until all 16 verbs have been guessed.

Students will be tested for knowledge of verbs in context. See attached test.

for.lang.-I/14(2)
2/18/89

Jane Revuelta

Nombre_____
Hora_____

VERBS - UNIT 19

Pick the verb that fits best in the sentence and conjugate.

1. La chica _____ de su hermanito cuando sus padres salen.
2. La maestra _____ los papeles.
3. ¿_____ tú ese ruido?
4. Yo _____ mucho cuando voy a fiestas porque bailo, canto, como, bebo y hablo con mis amigos.
5. Ella _____ la piñata con muchos dulces.
6. La maestra _____ que todos los estudiantes hicieron la tarea.
7. "¡Adios, hasta mañana!" dicen ellos cuando _____ de sus amigos.
8. El alumno _____ mucho al colegio.
9. Los niñitos _____ a su mamá cuando van de compras.
10. _____ tú con tus amigos en el weekend?
11. Los estudiantes _____ cuando la maestra pregunta.
12. Durante la navidad, la gente _____ y _____ sus casas.
13. El _____ el jarrón.
14. Los astronautas murieron cuando el challenger _____.
15. El tuvo que _____ el carro porque no camina.

decorar	divertirse	empujar
estallar	llenar	repartir
romper	oír	despedirse
dudar	encargarse	iluminar
faltar	responder	seguir
salir		

for.lang.-I/14(3)
2/18/89

Barbara Irene Bohuny
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

When Barbara Snyder shared her "strategies" for building confidence in language learners, she explained that students have better retention of material when they relate its acquisition to specific experiences. Memory functions through association.

Practice which is both meaningful and fun provides the experience which leads to more permanent retention. It seems that students "internalize" material if they have the opportunity to "work with it." This becomes even more appealing if the students feel they're going to "play" with it instead!

Student-centered, action-oriented activities such as language games provide challenging, memorable practice. Her games include dots, crosswords, match, dice game, tic-tac-toe, concentration, and others. In this lesson, the Concentration game will be used.

In Spanish 3, El Mundo de la Juventud, Chapter 27, the present perfect tense is introduced and the position of object pronouns is also covered. As usual, dialogs and narratives provide for new vocabulary. All of this can be reviewed and reinforced with little card games of Concentration. I plan to do this toward the end of the chapter, to help prepare for the Unit Test.

Each group of 4 students shuffles a set of cards and turns them all face down on a desk top or table. Each player turns over 2 cards, trying to find pairs. The object of the game is to match cards showing a relationship between two words, phrases, verb forms, etc. The cards are replaced face down if not a match. When all the cards have been paired up and taken, the person with the most cards wins! There are two sets of cards for each of 4 different games, totaling 8 sets, which will be enough for up to 32 students. The last part of class one day, and the first part of class the following day, will be used to play these games so that all students will have an opportunity to play the 4 different sets of concentration for this chapter.

The four types of sets include: 1) words and brief definitions (un pez peligroso - el tiburon) 2) preterit verb form and present perfect verb form (escribio - ha escrito) 3) two positions of object pronouns, i.e., preceding or attached to certain verb phrases (lo voy a vender - voy a venderlo) and 4) commands with object nouns and commands with object pronouns (compra la langosta-comprala).

For a change in activities after Concentration, we'll read the last little story in the unit and a few oral questions, but the homework will reinforce the use and position of object pronouns.

for.lang.-I/15(1)
2/18/89

Barbara Irene Bohuny
October 29, 1989

Introduction to Second Language Acquisition: Strategies to Build Confidence

LESSON PLAN

Text: El Mundo de la Juventud - Chapter 27.

Objectives:

1. to finish the unit and prepare for the chapter test.
2. to practice using object pronouns with various verb forms.
3. to review vocabulary, using Spanish words and definitions.
4. to review the present perfect tense, providing practice with past participles.

Activity 1. (from yesterday) page 44, #32-34.
Students read portions of the story "El domingo." Call attention to selected vocabulary and the use of object pronouns.

Activity 2. (Go over last night's homework)
Oral Question and Answer practice, #33-34 - Students read from homework paper.

Activity 3. Concentration Games. Groups of 4 students.
Play two games of Concentration, including one set on object pronouns and the other set on either vocabulary or verbs.

(Following Day)

Activity 1. Concentration Games. Same groups as yesterday.
Play two more games, including the other set on object pronouns and either the vocabulary or verb set, whichever was not done before.

Activity 2. Page 46, #42. Students read "La velada familiar"
Emphasize new vocabulary, meaning and translation. Ask a few questions to check for comprehension.

Activity 3. Begin homework to practice writing sentences containing object pronouns. Page 46, #37-40. (To be checked tomorrow).

Examples of the 4 different sets of concentration games:

persona del campo/campesino
marisco delicioso/langosta
tormenta inmensa/huracan
bote de vela/velero
ciudad pequena/pueblo, villa

escribio/ha escrito
dijo/ha dicho
salio/ha salido
corrio/ha corrido
compro/ha comprado
rompio/ha roto

compra los camarones/compralos
toca la campana/tocala
abran las trampas/abranlas
venda el pescado al chico/vendaselo
llame a los chicos/llamelos

nos lo va a vender/va a vendernoslo
se la estan cantando/estan cantandosela
le estoy escribiendo/estoy escribiendole
me lo esta cortando/esta cortandomelo
te la va a mandar/va a mandartela
las voy a comer/voy a comerlas

for.lan.-I/15(2)

SESSION II

Student Centered Communication

Barbara Snyder, Ph.D.
Normandy High School
Parma, Ohio

GOAL

To explore the advantages of student-to-student communicative activities in helping middle school and high school students learn a foreign language, and how to construct and use communicative activities in the classroom.

OBJECTIVES

Teachers will understand the requirements (theory) for a communicative activity (versus a linguistic activity).

Teachers will understand the classroom management principles for using communicative activities.

Teachers will participate in a number of communicative activities in order to learn how to construct and use such activities.

Teachers will be able to adjust and/or augment their lesson plans to include communicative activities.

Teachers will learn how to evaluate communicative activities.

tnd8/cbk/for(3)

Marilyn L. Olson
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

Barbara Snyder presented "strategies for basing communicative activities on the needs and interests of the younger student" in this second of her two sessions. I chose to use the "Rejoinder" activity because this fit into my current chapters. It is a student-centered activity which allows for creativity, competition and communication as students are getting and giving information by expressing their feelings.

The rejoinders which were chosen were those currently being studied in an effort to further the student's understanding of them and to facilitate the learning process. The students did the rejoinder activity as a partner practice and in the quiz which followed the practice, 90% of the students had a perfect score. Dr. Snyder is correct when she says that students really do want to learn how to speak the language which they are studying and if given the opportunity by the teacher they will reciprocate.

Other activities which I incorporated from this session included her "sponge activities." I found that my enthusiasm rubbed off on the students as they hurried to find as many words as possible from the letters which I chose as I made it into a contest, though in the end they were all winners. A sponge activity which I introduced was to have the students write words in the shape of a pyramid (or Christmas tree if the season permits). The first word has one letter, the second two, the third three, etc. Students are challenged to see who can get the longest word; to date the students who came up with enthousiastes were the winners. I had the students keep the paper on which they did their sponge activities for the next day's activity and then collected them after a week's worth. It is a positive way in which to start off the class and reinforces the vocabulary which they have learned thus far. I have found that the more varied activities one has, the better students will remember the language and attempt to put it to use.

In closing, I found Mrs. Snyder to be an excellent presenter who always made me anxious for Monday morning after her seminar. She is a hard act to follow, but I trust that the following sessions will be as worthwhile.

for.lang.-II/16(1)
2/20/89

Marilyn L. Olson
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Beginning French
Jupiter Middle School
Text: McGraw-Hill French Rencontres; Chapter 4, Review of Chapters 2 and 3

Objectives:

1. To teach meaning of "Expressions Utiles" in Chapter 4
2. To review "Expressions Utiles" in Chapters 2 and 3
3. To give students practice in using expressions naturally
4. To provide a student-centered activity where one-on-one student interaction takes place.

Materials Needed: Make 2 lists of statements -- 8 in each -- and type them on the left hand side of the page for Set A and Set B. Make 2 lists of rejoinders -- 8 in each -- and type them on the right hand side of Set A and Set B. "A" has a set of statements and the rejoinders for "B" and vice versa. Ditto off enough copies of Set A for one-half of the students and the same for Set B.

Procedure:

1. Teach students the meaning of the new expressions by using Exercise 3, p. 51, in Chapter 4.
2. Have students read the "Expressions Utiles," p. 51 to become familiar with the spelling and pronunciation.
3. Review previously learned "Expressions Utiles," pp. 36, 41.
4. Pass out previously prepared Rejoinder Sets. "A" students practice reading their statements and "B" students practice theirs. Allow several minutes for students to become familiar with their statements.
5. Examples:

Set "A" statements (on "A" paper)	Set "B" rejoinders (on "B" paper)
Marie-France est à Nice.	C'est l'essentiel.
Jacques est très sympathique.	Fantastique!
Jeanne est en vacances à Paris.	Pas du tout!
Marc n'est pas dans la classe de français.	Sans blague!
Sont-elles faibles?	Mais si. C'est vrai.
Les garçons sont très sincères et sympathiques.	Incroyable, mais vrai.
Marc est très fort dans la classe de français.	C'est chouette.
C'est aujourd'hui vendredi.	D'accord.

6. When the partner uses a correct rejoinder, he/she may check it off.
7. Student "A" and "B" are to alternate making statements.
8. Upon completion of first round students exchange sets and repeat the procedure so that all rejoinders are learned by all students.
9. Before the close of the period, go over the rejoinders with the students.
10. A quiz may be given to determine if the students comprehend the correct usage of the rejoinders.

for.lang-II/16(2); 2/20/89

Joanne L. Bottinelli
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

The objective of this activity is to practice and reinforce the use of questioning words presented in Unit 2, Lesson 3 of Bienvenidos. Previously learned vocabulary words are also reinforced. This goal is achieved through the implementation of a partner-practice activity lasting from five to ten minutes, and is followed up with a short group exercise as a post-reinforcement activity.

This activity requires teacher preparation of partner practice sheets outlining the ten questions with the spaces for the partner's answers. It also requires depiction of the vocabulary used, through the use of drawings or picture cutouts of those items.

The students, after receiving brief instructions, are able to work independently for the five to ten minutes allotted for the question-answer activity. The teacher can move around the room to observe student participation.

When all partners have completed the ten question - answer items, the teacher can ask the students to categorize the vocabulary words depicted on the sheets. Each word can be placed under its appropriate questioning word on the chalkboard. For example:

¿QUIÉN?: María, Juan, Miguel, etc.
¿QUÉ?: sandwich, flan, Coca Cola, pizza, etc.
¿CUÁNDO?: martes, sabado, domingo a las tres, etc.

This questioning words/vocabulary activity is a good short-term exercise which easily adapts to whichever lesson is being taught at any given time.

for.lang.-II/17(1)
2/27/89

FOREIGN LANGUAGES: Improving and Expanding Instruction

Session: II Date: 12/3/88 Participant Name: Joanne L. Bottinelli

Title of Session: Student Centered Communication

LESSON PLAN

Objective: To provide practice and reinforcement of questioning words presented in Unit 2, Lesson 3 of Bienvenidos.

Acivity: Partner Practice used by pairs of students to practice their knowledge of questioning words and previously learned vocabulary words.

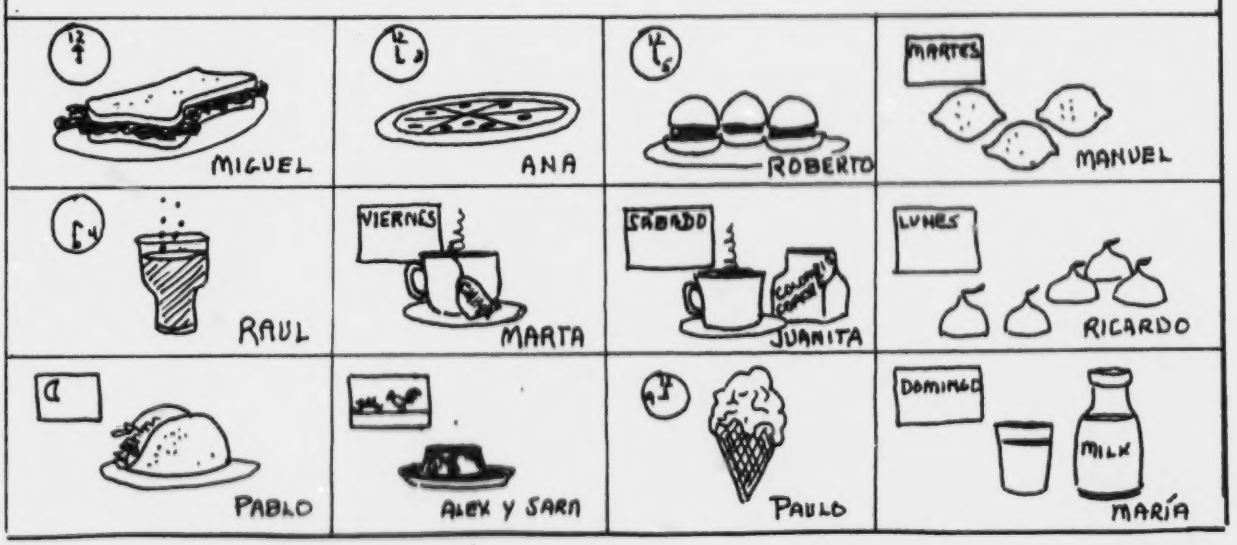
Procedure: Each partner has a sheet which asks 10 questions using questioning words presented in Unit 2, Lesson 3. The questions will cover information depicted on his partner's sheet. The partners alternate asking and answering the questions. Each student writes down his partner's answers which will be one word answers to each of the questions asked orally.

This activity should take approximately five to ten minutes.

Post Activity: Class group activity to outline all the information covered on both partners' question sheets. The outlining is to be done on the chalkboard by categorizing the information under its appropriate questioning word.

SAMPLE WORK SHEET

1. ¿Qué fruta come Manuel?	1. _____
2. ¿En qué día toma Juanita el café?	2. _____
3. ¿A qué hora come Miguel?	3. _____
4. ¿De dónde es el té de Marta?	4. _____
5. ¿Quién come el flan?	5. _____
6. ¿Cuándo come Manuel los limones?	6. _____
7. ¿Qué toma Raul?	7. _____
8. ¿A qué hora come Ana?	8. _____
9. ¿Cuántos chocolates come Ricardo?	9. _____
10. ¿Quiénes comen flan?	10. _____



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Enriqueta Mendez
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

The workshop given by Barbara Snyder on 12/3/88 dealt with communicative activities and their advantages. She introduced many different activities and games that are designed to meet this purpose.

New vocabulary from the unit was chosen for the activity. The target was to practice the new vocabulary using picture-practice partners. Using this method allows the student to practice new vocabulary in a student-centered activity. The communicative game activity encourages students to follow directions to participate on a one to one basis, to stay on the target language, and to become involved.

The picture-partner practice activity is set up for two students. Each student in the group receives either set A or B. Students holding the A papers will start and give the information to their partner. (Student holding the B paper). Student B writes the information given, as quickly and accurately as possible. The process is then reversed. The first set of partners finished are declared the winners.

The students enjoyed this activity because it produced positive results and anyone could be a winner.

for.lang-II/18(1)
2/27/89

Enriqueta Mendez
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Spanish I
Beginning Spanish
Lesson 3.3
Text: Spanish for Mastery

Objectives:

1. Practice vocabulary words with students by using flashcards made from magazine pictures. Students see the picture and say the word in Spanish after being cued by teacher.

2. Ask questions about the pictures. Example:
   ¿Es la bolsa nueva?
   ¿Es la bolsa bonita?
   ¿Te gusta la holsa?

3. Break into groups of two. One of the two students takes the flashcard and makes up three questions. Student B answers the three questions. Then the process reverses.

4. Review the verb tener using the same procedure. Example:
   ¿Tienes una bolsa?
   ¿Te gusta tener discos?
   ¿Tienen ustedes un telefono en su cuarto?

5. Give students instructions on Picture-Partner practice. Divide into groups of two. One person will be A; the other will be B. For example, Partner A will tell partner B, Francisco tiene un reloj. Partner A will find the right picture and write the correct answer. Then it will be reversed with partner B giving the answers and A writing them. The set of partners who finish first and whose answers are correct will be the winners.

for.lang.-18(2)
2/27/89

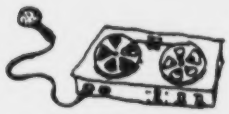
¿Quién tiene qué? Ask your partner who has the following objects. Write your partner's answers on the lines provided.

1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Tell your partner who has these objects:

Felipe

Marcos

Marisol

Pepe

Margarita

Ramón

Kiko

Alicia

Eduardo

Luis

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-B-

¿Quién tiene qué? Ask your partner who has the following objects. Write your partner's answers on the lines provided.

1. _____

2. _____

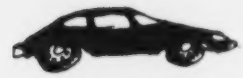
3. _____

4. _____

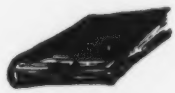
5. _____

6. _____

7. _____



8. _____



9. _____

10. _____

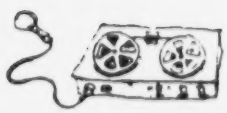
Tell your partner who has these objects:

Ana

Francisco

Marta

Sara



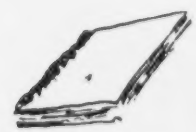
Leonardo

José

Juan

Carlos

Susana



María Luisa

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3

Denise A. Cordova
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

In her first presentation (29 Oct 88), Dr. Barbara Snyder indicated to this class that foreign language drills are skill-building linguistic activities. During that presentation, she presented many tools to enhance our students' learning of the linguistic blocks of the foreign language they are studying.

The emphasis of this second program was to broaden our knowledge of ways to encourage and develop skill USE through real interaction and communication--by helping the students to "put it all together". One observation that Dr. Snyder pointed out to the group that has stuck with me is that, in these communicative activities, the students are so involved in communicating, that they really work on putting across their ideas and giving/getting meaning. They do more than simple manipulations of grammatical units.

Among the activities that Dr. Snyder offered us was the "Discovery" activity. This particular one was especially useful for me in my Spanish V program where, in a class of twenty-four, thirteen are native speakers (but with quite varied experiences in written standard Spanish).* At the same time, the eleven non-natives need to review vocabulary and grammatical structures that they have studied previously and use them meaningfully.

The benefits of this activity were several:

a. Because of the written and oral practice from preparing and correcting the homework, all students had a chance to practice the grammatical point reviewed.
b. By following up that assignment with the communicative practice, the error level on the activity was lower for all non-native speakers, including the weakest in the class.
c. By incorporating a humorous story line that relates to our class specifically, the students viewed the activity as a relaxing, fun-only, game, and not as an additional practice.
d. The native speakers were not particularly aware that the verbs listed had been specifically chosen for their radical changing characteristics, since all of these students manipulate verb forms automatically.

*With a few exceptions, I tend to limit the amount of formal grammatical study I do in class, so as not to interfere with the natural language of the native speakers.

for.lang.-II/19(1)
2/27/89

Denise A. Cordova
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Spanish V
Advanced Spanish
Coral Springs High School
Text: Situaciones (Spanish for Mastery, Book III)

Objectives:

1. to review vocabulary of certain radical-changing verbs
2. to review the concept of radical changes in certain verbs in the present tense
3. to provide practice in manipulating radical-changing verbs in the present tense
4. to provide one-on-one student interaction activities

Materials:

textbook, homework assignment, worksheets with Discovery activity

Procedure:

Day One -- portion of lesson

1. review vocabulary listed (p. 45)
2. review "Estructuras Gramaticales" (p. 44)
3. assignment: p. 46, Ex. 1, 2 to be written for homework

Day Two

1. Correct homework assignments orally.
2. Perform further manipulations of similar radical-changing verbs to practice other vocabulary from list.
3. Distribute Discovery exercise sheets, one per student.
4. Explain rules of activity: You will be working with a partner in this activity. To the right of the listed sentence fragments are lines, onto which you will write complete sentences, using five of the suggestions listed. You will then alternate with your partner, questioning to attempt to guess the five sentences that your partner has chosen/written. You will use the column of lines to the left of the suggestions list to mark yes/no, depending on the information your partner gives you. The winner is that person who guesses the five choices of the partner first.
5. Evaluate with the students' input how they felt about the activity.

for.lang.-II/19(2)
2/27/89

DISCOVERY: Un Día de Clases

1. Escoge cinco de las situaciones siguientes y escríbelas en las líneas a la derecha. (ej.: despertarte cuando la maestra te llama = Yo me despierto cuando...)
2. Alterna con tu socio, preguntándole para tratar de adivinar las cinco respuestas que ha escogido. (ej.: ¿Te duermes en la clase?)
3. Marca las respuestas que recibes en la primera columna (Sí o No). La primera persona a adivinar las cinco respuestas del socio GANA.

1	2		JUEGO #1
____	____	empezar el día con una ducha fría	_____
____	____	sentir que no quisiera ir al colegio	_____
____	____	encontrarte con los amigos en el autobús	_____
____	____	sonreír al alumno nuevo (o la nueva)	_____
____	____	mover el asiento al lado de él (de ella)	_____
____	____	mostrarle en que trabajábamos ayer	
____	____	perder tiempo buscando un lápiz	
____	____	pedirle la tarea a un amigo	
____	____	reír cuando otro tiene que firmar el Gumby	
____	____	mentir cuando la Señora te pregunta si tienes chicle	
____	____	repetir que no se permite chicle en la clase	
____	____	dormirte en la clase	
____	____	soñar con las vacaciones	
____	____	despertarte cuando la maestra te llama	JUEGO #2
____	____	no poder esperar el timbre	_____
~~5~~ 5.1	____	descender la escalera para ir a la cafetería	_____
____	____	almorzar con los amigos	_____
____	____	querer invitar al nuevo comer contigo	_____
____	____	volver a casa con su número de teléfono	_____

Randee Sue Pellegrino
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

During the workshop of December 3, 1988, Dr. Barbara Snyder presented a series of activities designed to increase student communication in the foreign language. The Discovery Game was particularly well suited for use with French I students learning numerous, regular -ER verbs.

The verb Discovery Game used was designed to meet the following objectives:

1. To provide a purposeful, student-centered activity.
2. To increase student practice time and experience in the foreign language.
3. To provide an activity that was creative, communicative, and goal-directed.
4. To provide an activity that would lower student resistance to a key grammatical point.

Various regular, -ER verbs were chosen as the target vocabulary. Adverbs, prepositions, and vocabulary relating to these verbs were also included. Students were divided into groups of two and in some cases three. Each student was given either an A or a B version of Discovery Game. Students took turns asking what each of the subjects on the game list was doing. Students wrote the verb answers in the blanks on their lists. Students were asked to re-read the answers to their partners and to add information to the subject and verb, for example: Nous telephonons a Chantal. Students were provided with a list of rejoinders on the overhead projector in order to comment on the statements of their partners, for example: magnifique, c'est dommage, zut alors. Students completed this activity willingly because they felt that they were able to effectively communicate in the foreign language.

for.lang.-II/20(1)
2/27/89

Randee Sue Pellegrino
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

French I: Coral Springs High School
Text: Salut, Les Amis
Chapter: Unite I

Objectives:

1. To review -ER verbs in the present tense.
2. To review vocabulary related to these verbs.
3. To provide practice in the identification of the verbs using picture cues.
4. To provide practice in the pronunciation of -ER verb forms.
5. To provide a goal-oriented student activity where students are able to communicate one to one.
6. To provide an activity where students are able to get and give information as well as to add information and to express their feelings about the information they have obtained.

Materials:

1. Overhead transparencies of verb cue pictures and rejoinder list.
2. Copies of Discovery Game, both A and B sets.
3. Pencils

Procedure:

1. Review present tense -ER verb pronunciation and verb endings. This is usually done by singing a sample verb to the tune of La Cucaracha.
2. Review the pictures that will be used to cue the verbs in the game. These pictures are taken from the textbook illustrations.
3. Review the vocabulary related to the verbs by asking students to add information to subject and verb sequence.
4. Distribute Discovery Game, A version to half the class and B version to half the class.
5. Explain how the game is played.
6. Write directions on board and explain follow-up activities of re-reading subject verb with additional information and partner responding with a rejoinder.
7. Divide students into groups of two, each with an A and B version of game.
8. Play game.
9. Evaluate students for participation in game.
10. Assign homework based on game. Students will write a complete sentence using each subject and verb as well as a rejoinder relating to each sentence.

for.lang.-II/20(2)
2/27/89

Partner Practice: Verb Review A

What are the folowing students doing right now? Take turns with a partner asking what each student is doing. Write your partner's answer in French on the line.

1. Je _____
2. Anne et Jean-Paul _____
3. Joseph _____
4. Paulette _____
5. Paul et Daniel _____
6. Nous _____
7. Vous _____
8. Cécile et Lise _____
9. Corinne _____
10. Tu _____
11. Nicole _____
12. Guy _____

B

Dominique et Claude

Chantal

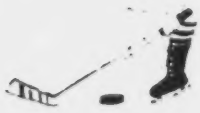
Je

Michel

Marie

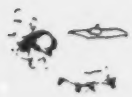
David

Vous



Nous

Jean-Luc et Denise



Robert et Marc

Tu

Chantal

Pierre

Partner Practice: Verb Review B

What are the following students doing right now? Take turns with a partner asking what each student is doing. Write your partner's answer in French on the line.

1. Je _____
2. Dominique et Claude _____
3. Marie _____
4. David _____
5. Vous _____
6. Robert et Marc _____
7. Tu _____
8. Jean-Luc et Denise _____
9. Nous _____
10. Michel _____
11. Chantal _____
12. Pierre _____

A

Je

Guy

Nicole

Anne et Jean-Paul

Tu

Joseph

Paulette

Corinne

Paul et Daniel

Chantal

Nous

Cécile et Lise

Vous

Amy R. Pearlman
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

In session two, 12/3/88, Barbara Snyder brought out the fact that too often our classroom activities are teacher, rather than student, centered. Since communicative as well as linguistic competency is our goal, she suggests that we plan our lessons using a variety of activities that will allow students to experience true communication in context.

Mrs. Snyder presented a model for the secondary level foreign language classroom that begins with a "sponge activity" which engages students individually in an activity that encourages them to be on task from the moment they enter the classroom. The bulk of the lesson is composed of a variety of student-centered activities with occasional brief explanations by the teacher, of new concepts and procedures. These explanations are to be as concise as is possible so that students have a greater opportunity to learn by doing.

The lesson plan that follows is built around the concept of variety in student-centered activities, the most interesting of which was "Go Fish." Students played in groups of 2 using a "deck" of paper cards with photocopies of "objects courants," P102-3 each group of 2 students has a set containing 2 of each object. They mix-up the cards and chose 5 each. One student begins play by asking: As-tu une voiture? (Do you have a car?)

The partner will respond in one of 2 ways:

Oui, J'ai une voiture. (Yes, I have a car.)
or, Non, Je n'ai pas de voiture. (No, I don't have a car.)

If the student does not get a match, he picks from the pile and his partner then takes a turn. When the pile is gone, the player with the most matches wins.

Amy R. Pearlman
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

French I
Text: Bonjour!
Unite 2, Lecon 2

Objectives: To enable students to communicate about objects they and their classmates do and do not possess, using the verb "avoir," p. 105 in positive and negative sentences and vocabulary referring to everyday objects, p. 102-3.

Special Materials: Several decks of cards prepared with two of each of the objects pictures on p. 102-3 and any other objects that students will easily identify in French. (Cards should show objects only, no words.)

Procedure:

1. Sponge activity: Write sentences indicating the color of various classroom objects. Example: Le livre de francais est bleu, blanc et rouge.
2. Review the verb "avoir" and "objets courants" (p. 102-3) using overhead projector. Ask students to respond to personal questions: Ex. Avez-vous un livre? Oui, J'ai un livre.
3. Ask students to find out if their partner has certain items: Ex. As-tu un livre, un stylo, un crayon?
4. Introduce new concept: "avoir" in negative sentences using "de" in place of the indefinite articles "un" and "une."
5. Ask students to write five sentences identifying items that they do not have. Provide a list of unusual items (Ex. musical instruments) so that students are not embarrassed to say that they do not have common items.
6. Ask students to tell the class about one or more of the items they identified in the previous exercise.
7. Ask students to write the name of their favorite possession on a scrap of paper. Allow them to move around the room and find someone else who has that object. This person will become their partner for the next activity. (Assign partners to students who continue wandering.)
8. Students play "Go Fish" in pairs of 2 or 3. (Game is explained in detail on the previous page.)

for.lang.-II/21(2)
2/27/89

Renee Kopka
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

The workshop of 12/3/88 presented by Barbara Snyder dealt with techniques for improving communicative skills. One paired (or partner) activity, the Battleship game, was selected by this workshop participant for implementation in the high school Spanish I classes.

This activity was selected because it provides a hands-on approach for reviewing spelling patterns and provides a meaningful context for student interaction. The following objectives were set forth:

a. to improve linguistic skills (vocabulary, spelling)
b. to review the Spanish alphabet and spelling in preparation for the countywide foreign language academic competition.
c. to engage students in a motivational activity at a time when academic interest is on the wane (right before the holidays)
d. to allow students greater involvement; more time on task
e. to improve communicative skills and to foster interaction in the class

The class was instructed in the rules of "Battleship" game and introduced to the format of the "gameboard" by a visual presentation on the overhead projector. They were instructed to select their words from the active vocabulary list of Unit 3, Spanish for Mastery. Each student was directed to fill in his gameboard with words totaling no more than 25 letters. The pairs then alternately sought to solve each other's puzzle by requesting information on the selected coordinates. The lesson plan allowed for 20 minutes of class time for this activity. The winners of each pair were given a "homework pass" by the teacher.

Observations:

The classes readily took to the Battleship game and participated unanimously. They all followed directions and spoke as much as possible in the target language. Surprisingly, the "pre-holiday" behavior problems were curtailed by the interest and involvement in the game. Battleship provided an excellent opportunity for review and interaction while keeping the noise and movement in the classroom to a minimum. The students expressed their enjoyment with this activity and requested that it be repeated.

for.lang.-II/22(1)
3/4/89

Renee Kopka
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Spanish I
Plantation High School Text: Spanish for Mastery - Unit 3

Objectives:

1. to review vocabulary and spelling of words from the active vocabulary of Unit 3.
2. to review the Spanish alphabet
3. to provide a meaningful linguistic activity fostering paired interaction and allowing a maximum time on task.

Materials Needed:

1. Overhead transparency of "Battleship" gameboard
2. Active vocabulary list for Unit 3
3. Dittos of "Battleship" gameboard

Lesson:

(to begin at 2nd half of class after Lesson Quiz has been collected)

1. Students to take out their active vocabulary lists for Unit 3 (previously distributed)
2. Distribute gameboard ditto
3. Overhead - transparency of "Battleship" game
   a. instruct students to fill in 25 squares (not backwards or diagonally)
   b. students are to select a partner and begin searching for their partner's words by alternately asking for information, by calling out coordinates
   c. the member of each pair who correctly uncovers all of his partner's words wins
   d. winners receive a "homework pass"

for.lang.-II/22(2)
3/4/89

BATTLESHIP. FILL IN 25 SQUARES WITH SPANISH WORDS. (NO DIAGONAL. NO REVERSE).

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

	CH	H	J	LL	Ñ	RR	V	X	Y	Z
10										
20										
30										
40										
50										
60										
70										
80										
90										
100										

	CH	H	J	LL	Ñ	RR	V	X	Y	Z
10										
20										
30										
40										
50										
60										
70										
80										
90										
100										

	A	B	C	D	E	F	G	H	I	J
1					R	E	L	O	J	
2										
3	B	O	L	S	O					
4										
5				C	I	N	T	A		
6										
7			C	O	C	H	E			
8										
9										
10						T	E	N	E	R

This is a copy of the transparency used to demonstrate the rules of Battleship

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FOREIGN LANGUAGES: Improving and Expanding Instruction (23)

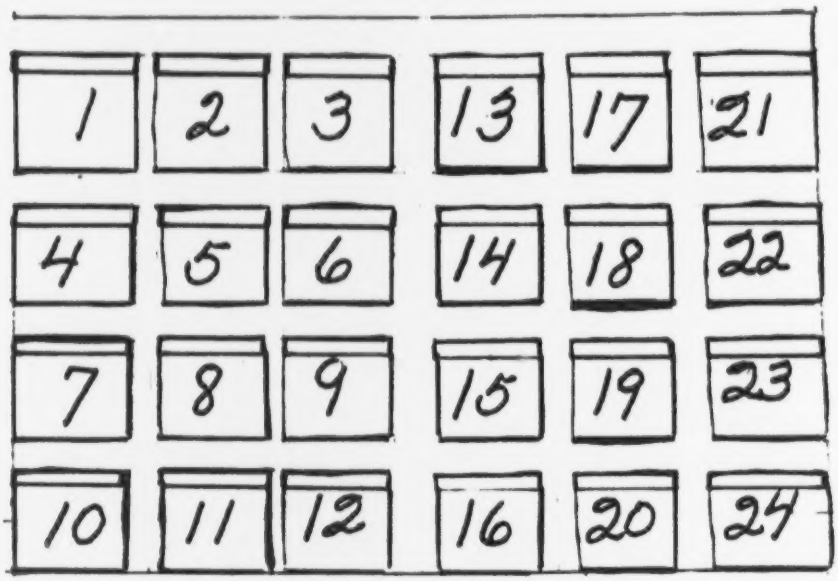
Session: 2 Date: 12/3/88 Participant Name: Janette I. Furness

Title of Session: Student-Centered Communication Strategies for basing communicative activities.

Please type your report using only the space provided in the area outlined below:

A variation of the game, Concentration, was chosen to provide students with whole-class student-to-student interaction. Radical changing verbs ("shoe" verbs) were chosen as the target words. The class was divided into two groups, "A" and "B". The Concentration Board was placed in front of the class, and it was emphasized that everyone had to concentrate as the cards were called out. Play began when a student from Team "A" called out two numbers -- always in Spanish. When a match was established, the student/moderator had to make sure that the contestant was able to conjugate the verb before giving the winning cards to him/her. Players continue in this manner until all 12 verbs have found their match. At the end, whichever team made a match of the eleventh verb, automatically received the last set (provided their conjugation was correct). If the student/moderator did not catch a mistake made by the contestant, the student who called out the mistake then became moderator.

The student response was fantastic. There was excitement during the game and the concensus of the classes (approximately 150 students) was that it did help them with the new verb forms.



A copy of my lesson plan incorporating the content of this session is printed on the reverse of this page.

Janette I. Furness
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

A variation of the game, Concentration, was chosen to provide students with whole-class student-to-student interaction. Radical changing verbs ("shoe" verbs) were chosen as the target words. The class was divided into two groups, "A" and "B". The Concentration Board was placed in front of the class, and it was emphasized that everyone had to concentrate as the cards were called out. Play began when a student from Team "A" called out two numbers -- always in Spanish. When a match was established, the student/moderator had to make sure that the contestant was able to conjugate the verb before giving the winning cards to him/her. Players continue in this manner until all 12 verbs have found their match. At the end, whichever team made a match of the eleventh verb, automatically received the last set (provided their conjugation was correct). If the student/moderator did not catch a mistake made by the contestant, the student who called out the mistake then became moderator.

The student response was fantastic. There was excitement during the game and the consensus of the classes (approximately 150 students) was that it did help them with the new verb forms.

for.lang.-II/23(1)
3/4/89

Janette I. Furness
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Spanish II
Text: Spanish for Mastery - Unit 3, Lesson 1
Jean-Paul Valette
Rebecca Valette

Objectives:

1. To review radical changing verbs
2. To review changing verbs E to IE - O to UE and E to I
3. To provide students with practice activity by experience and association-drill to help acquire language skills.

Materials Needed:

On a poster board, secure 24 envelopes with glue or tape, each one forming a pouch in order to hold the cue cards. Write on the envelopes numbers from 1 to 24. This board can be used over and over by making different sets of cue cards or assigning students to make the cards on vocabulary; e.g., verb sets, etc.

Procedure:

1. Have students make flash cards to study the above material. Give 2 days to drill with the flash cards for pronunciation.

2. Divide the class into two teams (A and B). It is important to emphasize that the whole class must concentrate as the numbers are called out and the word is flashed to the class. All students will have a turn.

3. The first student from Team "A" calls two numbers in the target language from each side of the board. If there is a match, the student must conjugate the verb and if all forms are correct, Team "A" gets the cards. Then Team "B" goes through the same procedure.

4. After all cards have been called and paired up, the winner is the side with the highest amount of cards.

5. Evaluate the results with the students.

for.lang.-II/23(2)
3/4/89

Monika K. Adams
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

In session II of our foreign language workshops Dr. Snyder put forth the premise that foreign language learning in the classroom is a combination of linguistic and communicative skills development.

Traditionally, our foreign language teachers have been using many skill-building activities to develop linguistic skills. For the past few years the emphasis has shifted to skill-using activities to develop communicative skills as well. Since communicative skills do not necessarily develop from linguistic-building activities, a special effort has to be made to design and practice communicative activities for the foreign language curriculum.

Most effective foreign language learning takes place when different kinds of strategies are being used in the classroom. What students do while learning, as well as the context in which something is learned, are crucial factors in the learning outcomes.

Creative and unusual activities are very important. They allow for greater student involvement (more time on task) as well as for a more realistic setting for the language acquisition process.

I have chosen to design a "partner practice" activity to give my German I students practice in gaining greater proficiency in using dialogue phrases introduced in the first three chapters of our new textbook Deutsch Aktuell I.

This activity lends itself to an extension of dialogue when new chapters are being introduced.

Variation: Use the dialogue in the target language (no English) and provide the students with only one half of each sentence or phrase.

for.lang.-II/24(1)
3/4/89

Monika K. Adams
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for German I
Beginning German
Text: Deutsch Aktuell I; Chapters 1-3

Objectives:

1. To practice dialogue introduced.
2. To review vocabulary.
3. To provide opportunity for one-on-one student interaction.
4. To encourage students to use target language.

Materials Needed:

Partner practice activity sheets developed by teacher and/or students; sufficient copies for number of students in the class. One set of A-sheets with items numbered unevenly 1-19, one set of B-sheets with even-numbered items 2-20. (See attached samples).

Procedure:

1. Review dialogue orally with the students.
2. Divide class into groups of two partners each.
3. Distribute an "A" sheet to one partner and a "B" sheet to the other partner in each group.
4. Explain the rules for partner practice activity.
5. Allow students to interact with each other for approximately 5-10 minutes while you monitor the activity.
6. Student with the most correct answers in each group wins. (Stress that winning is not the criteria for getting a grade. It is the participation and involvement which count.)

Evaluation:

Teacher walks around the room to observe students' performance using the following criteria:

1. Are they following directions?
2. Are they participating?
3. Is mainly the target language being used?
4. Is the content correct?
5. Is the expression (pronunciation) good enough for native speaker comprehension?

for.lang.-II/24(2)
3/4/89

Monika K. Adams

PARTNER PRACTICE ACTIVITY SHEET "A" No.1

(Do not let your partner see this!)

Take turns reading the English version of each sentence to your partner and ask your partner to respond by giving you the German version of it. Listen carefully to check if the answers are correct and mark them "T" or "F". Note: correct answer is in ( )!

1. Hello, Monika! How are you? ____
(Grüss dich, Monika! Wie geht's?)

3. Yes, Ingo is my friend. ____
(Ja, Ingo ist mein Freund.)

5. I live right around the corner. ____
(Ich wohne gleich um die Ecke.)

7. I am going downtown. ____
(Ich gehe in die Stadt.)

9. It is 3:30 in the afternoon. ____
(Es ist halb vier am Nachmittag)

11. No, I don't have time. ____
(Nein, ich habe keine Zeit.)

13. I have to do my math assignment. ____
(Ich muss meine Matheaufgaben machen.)

15. You're lucky. I still have some money. ____
(Du hast Glück. Ich habe noch etwas Geld.)

17. Good bye, until tomorrow. ____
(Tschüss bis morgen.)

19. You are right. ____
(Du hast recht.)

Monika K. Adams

PARTNER PRACTICE ACTIVITY SHEET "B" No.2

(Do not let your partner see this!)

Take turns reading the English version of each sentence to your partner and ask your partner to respond by giving you the German version of it. Listen carefully to check if the answers are correct and mark them "T" or "F". Note: correct answer is in ( )!

2. Not bad. - Do you know Ingo? ____
(Nicht schlecht. - Kennst du Ingo?)

4. Where do you live? ____
(Wo wohnst du?)

6. What are you doing now? ____
(Was machst du jetzt?)

8. What time is it? ____
(Wie spät ist es?)

10. Are you coming over soon? ____
(Kommst du bald rüber?)

12. What do you have to do? ____
(Was hast du zu tun?)

14. How boring! - Say, I need some money. ____
(Wie langweilig! - Du, ich brauche Geld.)

16. Don't worry. You,ll get the money back tomorrow. ____
(Keine Angst! Du bekommst das Geld morgen zurück.)

18. Today is Monday. ____
(Heute ist Montag.)

20. What is the matter? ____
(Was ist los?)

Nicole Gumbrill
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

Considering the fact that the attention span of students lasts only a maximum of 5 minutes, a good teacher according to Dr. Barbara Snyder should plan her classes with multiple activities. These activities should be diversified and created for their second and major purpose which is to increase the linguistic and communicative competence of the the students. The diversified activities introduced by Dr. Snyder are not only a fun way of learning but a constructive one as well. Linguistic competence which is the study of knowledge and understanding is developed. Communicative competence which is the skill or proficiency in the Foreign Language is encouraged and challenged at all levels through the combination of skill-getting and skill-using. Communication becomes meaningful and students strive to "reach the stars."

The following activities were mentioned and practiced on Saturday, December 3rd: Sponge activities, Scrabble, Jeopardy, Wheel of Fortune, Name Game, Diagramming, Battleship, Alphabet Soup and Rejoinders.

All of the above are Communicative Activities, are valuable because they are indeed communicative and meaningful, they keep students on task and they work around human relations.

In my lesson plan for this week, my objective was to put into practice Dr. Snyder's wonderful advice. Where I differ with her is that I give my students 10 minutes for each activity, so that each of them has a chance to participate. My lesson plan was for a review of Leçon II, Unité II. The students were able to master linguistic as well as communicative competence.

For.Lang.-II/25(1)
3/4/89

Nicole Gumbrill
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Objectives:

1. to review vocabulary on Leçon II, Unité II in Salut les Amis.
2. to review the verb AVOIR in the present tense.
3. to review colors.
4. to do all of the above through communication.

I. 11-11:10 Sponge Activity. Students just came back from their winter break. This activity warmed them up! I wrote on the blackboard "Bonne Année" (Happy New Year). The students had to write as many words as they could with the given letters. Then they had to formulate a sentence with those words. Next I would ask them to read some of their sentences.

11:10-11:20 Diagramming. The students practiced the vocabulary using the 3rd person singular of Avoir with names given. This was done first by joining with a line, the name and object of their choice. Then, the partners would ask each other questions to find out each other's choices. Each student is given two copies: one for their choice and one to draw their partner's choice.

11:20-11:30 Diagramming. Practice of the same words, but this time with the verb AVOIR IN THE 3RD PERSON SINGULAR AND PLURAL, AND COLORS. Same rule as above.

11:30-11:40 Dice Game. Practice of the verb AVOIR in all the present tense forms.

11:40-11:50 Name Game. The students are now walking around, trying to find out who has une auto, etc.--- by asking the question Est-ce que tu as---? Students must write the names of the students in the blanks when they find someone who really has that object. As this is a rather noisy activity, it is good to keep it for the end of the class. When the bell rings, it stops!

for.lang.-II/25(2)
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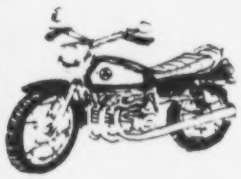
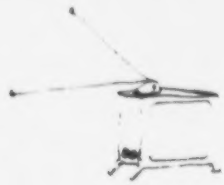
Name Game

Nom:
Date:

Find someone who has the following things. Write their name in the blanks next to the picture. Use the question: Est-ce que tu as---?





Diagramming.

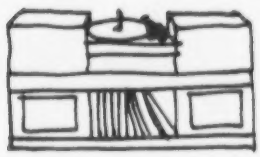
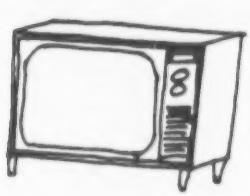
Nom:
Date:

Marc		jaune
Marie		noir
Jean et Sophie		rouge
Pierre		bleue
Alain et Anne		blanche
Denise		marron
Christine		vert
Maurice		orange

BEST COPY AVAILABLE

Diagramming

Nom:
Date:

Albert	une	
Monique	un	
Elizabeth	une	
Jerome	une	
Dominique	un	
Michele	une	
Isabelle	une	
Jean-Paul	une	

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Ann C. Bacon
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

Many creative and communicative activities for foreign language classes were presented in the second workshop. The activity entitled "Diagramming" (Picture Sentence-Builders) was chosen by this participant to met the syllabus requirements:

1. To provide student-centered activities
2. To allow students to experience a creative, competitive and communicative activity that leads to cognative processing
3. To allow small group student to student interaction
4. To provide one-on-one students to student interaction

Vocabulary words relating to school subjects and grades were chosen as the target vocabulary. Practice in using the verb "bekommen" was also a factor in this activity. The students were paired off and told they would need only a writing utensil for this activity. The students were each given a sheet with the picture sentence-builder reproduced on both sides. Each student was told to draw a line from a name (the subject) to a verb (a grade) to a classroom subject. They were asked not to draw lines straight across, but to mix and match names, verbs and school subjects. The pairs of students were then asked to face their partners. The first student in the pair was asked to read his/her sentences to his/her partner, starting with the subject and following the line across. The reader's partner was asked to diagram the sentence he/she heard on the blank side of his/her own picture sentence-builder. When the first partner finished reading his/her 8 sentences the same process was repeated by the second partner while the first partner diagrammed what he/she heard. After both students in a pair had read their 8 sentences to each other and diagrammed what they heard, they compared their picture sentence-builder sheets. The winner in each pair was the student who was able to draw the most diagrams exactly as their partner drew them originally. The students were very receptive in this new type of activity.

for.lang.-II/26(1)
3/4/89

Ann C. Bacon
December 3, 1989

Creative and Communicative Activities in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for German I
Coral Springs High School
Text: Deutsch Aktuell I

Objectives:

1. To review vocabulary words for names of school subjects
2. To review grading system (numbers)
3. To give practice using the verb "bekommen"
4. To provide one-on-one student interaction

Materials Needed:

Enough picture sentence-builder sheets (printed back-to-back) for each student; book: Deutsch Aktuell I, p. 59-60; writing utensils.

Procedure:

1. Review vocabulary words for school subjects using flash cards and various students' own textbooks from other classes.
2. Review grading system using several "report cards" written out on poster board.
3. Review the verb "bekommen" using the "poster board" report cards and asking questions about them.
4. Hand out one picture sentence-builder sheet to each student and tell the students they will need a pen or pencil.
5. Explain the diagramming procedure.
6. Ask students to diagram sentences--draw a line from a name (subject) to a grade (verb) to a school subject. Tell the students not to draw the lines straight across the page. Ask students to turn their sheets over when they are finished diagramming so others cannot see them.
7. Pair off the students by numbering off 1, 2, and have them turn their desks so they can face their partner.
8. Call the class to order. Have the number one student in the pair read his/her 8 sentences while the number two student diagrams what he/she hears.
9. Reverse the above process so the number two student can read his/her sentences to his/her partner.
10. When both partners have read their sentences and diagrammed their partner's sentences, have them compare their results.
11. At then end of the game, have several students read their sentences to the class and evaluate the results with the class.

for.lang.-II/26(2)
3/4/89

Heike | 1

Peter | 2+

Erich | 2

Monika | 3-

Johann | 3

Stefanie | 4

Josef | 5

Maria | 6

$21 \times 87 = 1827$

TO BE

I am	we are
you are	you are
he, she, it is	they are

	Nom	Acc
M.	der	den
F.	die	die
N.	das	das

George Washington
Thomas Jefferson
Benjamin Franklin

SESSION III

Creative Activities for Communication I

Myriam Met
Foreign Language Coordinator
Montgomery County Public Schools

GOALS

1. To motivate teachers to use student-to-student communicative activities in their classrooms.

2. To develop the knowledge and skills necessary to implement student-to-student communicative activities.

OBJECTIVES

As a result of this workshop, participants will be able to:

a. discuss the rationale for using pair and small-group activities

b. describe techniques for managing pair and small-group activities including designating pairs/groups; keeping students on task; managing time; evaluating student performance

c. identify 3 activities for pair or small-group communicative practice which they can implement in their own classrooms

d. describe how they can modify textbook and other large group activities for use by pairs and small groups.

tnd8/cbk/for(4)

Sharon R. Forsyth
January 7, 1989

Creative Activities for Communication

I found Mimi Met's approach to student-centered communicative activities less structured than those previously presented by Dr. Barbara Snyder.

Since I had just begun Unite 2, Lecon 4 of the Vallette "Salut les Amis" textbook, I chose to incorporate Dr. Met's "Countries & Nationalities Corners/Pairs" game into my lesson. My students had already learned some of the words for different languages, and I enlarged the concept of the game to include a review of the languages spoken in the different countries.

However, I found that, before my students could successfully master this game, they required a "crash course" in geography because few of them knew on what continent most of the countries were located or what languages were spoken in these countries. I, therefore, spent part of two class periods brainstorming with them to enrich their French vocabulary and improve their knowledge of geography in preparation for the game.

for.lang.-III/27(1)
3/13/89

Sharon R. Forsyth
January 7, 1989

Creative Activities for Communication

LESSON PLAN

School: Fort Lauderdale High School

Textbook: Vallette: French for Mastery "Salut les Amis" Unité 2, Leçon 4 - French I

Materials Needed: one country card per students; flash cards

1. Brainstorming review of plurals of nouns and articles discussed in previous lesson.

2. Correct two homework exercises on plural articles and nouns.

3. Oral examples of affirmative to negative sentences with indefinite articles. Have students deduce change from un, une, des to de, d' in negative sentences. Write examples on the board.

4. Pairs exercise: p. 120, Activite 6, 7

5. Flash card review of continents, countries, language

6. Corners/Pairs Game: Countries/Nationalities/Languages: Distribute country cards & instruct students to group themselves according to continent (Asia, Europe, Amerique, Afrique). Tell them that they may only speak French to determine from their peers if they are in the correct corner. Each student is then to turn to his neighbor and tell him his nationality (in French, of course!) and the language he speaks. He then asks his neighbor if he speaks that language. The neighbor responds affirmatively or negatively according to the country on his card and tells his nationality and the language he speaks, if necessary.

7. Homework assignment: Write Activite 7 on p. 120 with negative responses.

for.lang.-III/27(2)
3/13/89

Holly Casto
January 7, 1989

Creative Activities for Communication

Dr. Met presented many strategies to promote cooperative learning within the foreign language classroom. Some of these different activities were:

1. Corners
2. Clusters
3. Sequential Line-Ups
4. Random and Ability grouping
5. Brainstorming
6. Think-Pair-Share Activities

In teaching reflexive verbs to my Spanish II class, I utilized a few of the techniques that she introduced. They were all short activities that required very little preparation on my part.

We did a line-up activity according to bed-times and Saturday morning rising times.

Me levanto a las ....
Me acuesto a las ....

We did clusters at the end of an hour according to how they felt:

Me siento bien, enfermo, cansado, etc.

We did a Round-Robin at the end of another hour having them write out all of the reflexive verbs that they could think of. (Our unit contained 16 new ones).

I also did two Think-Pair-Share activities with them. For one of these activities they had to answer the question:

¿Qué hace Ud. cada mañana después de levantarse?

And then share the answer with their partner.

The other Think-Pair-Share-that I did with them is attached. It was a series of questions that they answered for themselves and then asked of their partner and noted their partner's response also. The papers were collected and checked by me at the conclusion of the activity.

for.lang.-III/28(1)
3/13/89

Holly Casto
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Spanish II
Text - Nuestros Amigos
Chapter 17 - Reflexive Verbs

Spot check homework with them.

Collect homework.

Review reflexives by drilling orally using pictures.

Do Think-Pair-Share activity (see attached). After they have completed sharing and noting their partner's answers - collect papers.

Give homework assignment - workbook exercises.

Do Round-Robin in final 5 minutes having them come up with as many of the reflexive verbs as they can from memory.

for.lang.-III/28(2)
3/13/89

Nombre _____

Write your answers to the following questions on the first line provided under the question. When you and your partner have each finished answering the questions personally, take turns asking each other the same questions and note your partners full-sentence answer on the second line.

Example: ¿Cómo te llamas?
Me llamo María.
Se llama Paul.

1. ¿A qué hora te levantas durante la semana?

_____

_____

2. ¿Te lavas (te cepillas) los dientes después de desayunarte?

_____

_____

3. ¿A qué hora te acuestas durante la semana?

_____

_____

4. ¿Te enfermas de vez en cuando?

_____

_____

5. ¿Te lavas la cara después de levantarte?

_____

_____

6. ¿Te encuentras con unos amigos después de la escuela?

_____

_____

7. ¿Cómo se sientes hoy?

_____

_____

for.lang.-III/28(3)
3/13/89

8. ¿Te aburres cuando estás en casa solo (a)?

_____

_____

9. ¿Te peinas después de lavarte la cara?

_____

_____

10. ¿Te cansas de contestar estas preguentas?

_____

_____

11. ¿Te vistes temprano todos los días?

_____

_____

12. ¿A qué hora te despiertas los sábados?

_____

_____

for.lang.-III/28(4)
3/13/89

Monika K. Adams
January 7, 1989

Creative Activities for Communication

This session conducted by Mimi Met dealt with the development and use of small-group activities and was based on theories about cooperative learning.

Professors Roger and David Johnson have been proponents of this theory for the past twenty years. They hold that cooperative learning means that students share their talents and skills in a way which benefits everyone in the group. Student involvement increases, ensuring more time on task and better retention. There is more opportunity to practice, a better chance for success, and an increase in motivation and self-esteem. In addition, it provides students with a more realistic setting for language acquisition and facilitates peer tutoring.

Research shows that all types of learners benefit from cooperative learning approaches. The skills of high-achieving students remain high, while those of low-achieving students rise sharply. The average student also gains some ground.

Furthermore, it has been observed that practice of a foreign language in a small group setting fosters higher achievement since it provides for a non-threatening environment.

Our instructor, Mimi Met, was an experienced and enthusiastic presenter of many activities for cooperative learning. She introduced us to many interesting group structures by involving us directly in the process.

I particularly liked the fact that most of her suggested techniques can be implemented in our everyday classroom with a minimum of extra preparation time and materials being involved. They simply represented novel ways of effectively teaching with existing textbook materials.

I chose to develop the "Numbered Heads Together" activity because it was aptly described as an antidote to "Whole-Class Question-Answer" which often boils down to a conversation between the teacher and the high achievers in the classroom with the rest of the class between semi-interested and comatose.

Alas, I truly felt a need for finding just such an antidote for my seventh period French II class. And it worked very well.

For.lang-III/29(1)
3/21/89

Monika K. Adams
January 7, 1989

Creative Activities for Communication

LESSON PLAN

French II Chapter 17 Nos Amis

"Numbered Heads Together"

Following a route map connecting major sites of scenic beauty and/or historical significance on the island of Martinique, the students will determine the distance between two given points (towns) in kilometers and subsequently in miles.

OBJECTIVES:

1. To discover points of interest in a French speaking territory in the West Indies.
2. To practice reading a map in the target language.
3. To determine distances between towns in kilometers and convert these into miles.
4. To provide opportunity for meaningful group interaction, cooperative learning.
5. To increase student participation in the class.

MATERIALS NEEDED: Textbook "Nos Amis", pp. 176 and 177, paper and pencil or pen.

PROCEDURE:

1. Discuss map of Martinique on page 176.
2. Follow route "circuit rouge" for the northern part of the island; locating the various points of interest; pronounce French name of each site clearly. Then read and discuss given description.
3. Do the same for the south of the island "circuit vert".
4. Divide class into groups of threes, giving the number 1, 2, or 3 to each group member.
5. Ask question "Combien de kilomètres et de miles est-ce qu'il y a entre ...? (Text page 177 #4)
6. Assign the writing down of questions to number ones, the kilometers to the number twos, and the miles to the number threes. - Students should be encouraged to work closely together while arriving at answers; each group member has to be able to answer all questions. -
7. Set a time limit of 8 - 10 minutes.
8. Call on students by numbers to give the answers arrived at by each group.

EVALUATION:

1. Teacher observation.
2. Written record of the assignment. Each group turns in their worksheet with complete answers to receive a group grade.

for.lang.-III/29(2)

Kathleen A. Matchunis
January 7, 1989

Creative Activities for Communication

Many practical and creative activities and teaching techniques were presented by Dr. Mimi Met. I decided to use a variety of these activities to review Chapter 28 in the Le Monde des Jeunes text for my French III class.

To review vocabulary and structures pertaining to careers, I chose a think-pair-share activity. Students were asked to think of their future career plans. Then they wrote two statements about those plans, one of which was true and the other false. Then students chose a partner and had to guess which statement was true and which one was false. Students switched roles so that each student had a chance to practice in the target language.

The next activity was done with the same partner as a follow-up. Each student told his/her partner which career they were considering and why.

As a "cluster activity", I had students group themselves according to which career they chose.

As a "corners activity", I had students group themselves according to the training necessary for their chosen professions: high school diploma, degree from a university, graduate school, or special training such as an apprenticeship.

As a line-up activity, students were asked to line up according to how much money they projected to earn in future careers.

Because of these fun, versatile activities, students enjoyed practicing vocabulary pertaining to their future careers, explaining why they chose these careers, guessing their partner's plans, discussing training and earning potential all in the target language. Listening comprehension skills were also strengthened since all directions were given in French.

These types of activities are very rewarding because students get more practice in a low-anxiety, non-threatening situation. Students also get to know their classmates better through these activities while using vocabulary which is important to them.

for.lang.-III/30(1)
3/21/89

Kathleen A. Matchunis
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Lesson Plan for French III

Text: Le Monde des Jeunes
Chapter 28

Objectives:

1. To review vocabulary pertaining to careers
2. To explore reasons and motives for choosing careers
3. To predict or guess classmates' future careers
4. To discuss training for chosen career
5. To discuss earning potential for chosen career

Procedure:

All career vocabulary is reviewed orally after completing chapter 28. Key direction words for the following activities are also listed on the board and explained since all directions will be given in French. The quiet signal (teacher's raised hand) is practiced to prepare students to hear a new set of instructions for the next activity. It is also explained that all activities have a time line.

Plan:

1. Students are asked to think of what career they would like to choose.
2. Students are then instructed to write down two statements about their future careers; one of these statements will be true and the other false.
3. Students pair up and guess whether each other's statements are true or false.
4. Students explain to partner why they chose their future careers.
5. Students group in a cluster activity according to the career which they have chosen.
6. Students group according to the level of training necessary for their profession (see next page).
7. Students group according to annual income of their careers in a corners activity.

K. Matchunis

Activites - Directions
francais III
Chapter 28
Le Monde des Jeunes

Think I.	Pensez bien à ce que vous voulez faire dans la vie. Ecrivez deux frases; une vraie et l'autre fausse sur vos projets pour l'avenir. Maintenant avec un/une partenaire, devinez quelle phrase de votre partenaire est vraie ou fausse.
Par & II. Share	Avec un/e partenaire, expliquez ce qui de votre carriere choisie vous interesse le plus.
Cluster III.	Mettez-vous en groupe selon la formation nécessaire pour votre carrière choisie. Avez-vous besoin dun diplôme du lycée, d'une université de 4 ans, 5 ans (une maîtrisse), un doctorat, ou est-ce qu'il faut faire un apprentissage? (2 min.) Parlez de la formation nécessaire au groupe.
Corners IV.	Mettez-vous en groupe selon la carrière que vous avez choisie. (2 min.) Expliquez au groupe la carrière que vous avez choisie.
Line-up V.	Faites une queue selon combien d'argent que vous pensez gagner dans votre carriere choisie. Dites au groupe combien d'argent vous pensez gagnez chaque année.

for.lang.-III/30(3)

Amy R. Pearlman
January 7, 1989

Creative Activities for Communication

Dr. Met's presenation provided some insight into the dynamics of different types of classroom groupings. She suggested that grouping might sometimes be random, as in the following lesson plan, and sometimes non-random, so that the teacher has an opportunity to choose students of different ability levels who will work well together. Research was cited to show that higher achievers do not suffer from interaction with lower achievers and, as would be expected, that lower achievers tend to benefit greatly from such interactions. It was also suggested that one might want to consider racial and sexual balance in establishing non-random groups.

Dr. Met also emphasized the importance of establishing accountability in group work by setting time limits and clarifying expectations. I have attempted to define the way in which students will be held accountable for their work in the following lesson plan.

Paired Activity: Each student picks a slip of paper with the name of a foreign language on it. (Prepare the cards in advance in pairs equaling the number of students in your class.) Have students move around the room asking: "Est-ce que tu parles _____?", until each has found his partner. For the following lesson plan, have each student choose a celebrity and write 5 true/false statements about him/her. Partners should exchange papers and circle true or false for their partner's celebrity. Students should then return papers to their partner and discuss any "incorrect" answers. This exercise will stimulate such conversation as: "Il n'est pas beau!", "Mais si, il est tres beau!"

for.lang.-III/31(1)
3/21/89

Amy R. Pearlman
January 7, 1989

Creative Activities for Communication

LESSON PLAN

French I
Text: Bonjour!, French for Mastery
Unite 2, Leçon 3

Objective: To learn to describe people and objects in French.
Concepts to Review: Agreement of adjectives
Placement of adjectives
New Concept: Il est vs. C'est

Materials: Bonjour! text, 300-500 slips of paper no larger than a playing card.

Procedure:
1. Sponge Activity: Each student should make a list of at least 10 nouns referring to people and objects, using pages 95, 102-3 of text for assistance. (Remind them to include the appropriate indefinite article.) Then, each student should make a list of at least 10 adjectives to describe people and things, using pages 98, 104 and 110-111 for assistance.
2. Direct students to group themselves according to the month in which they were born. Pair the months in order to create groups of 3-5 students each. Distribute 30-40 slips of paper to each group.
3. Each group makes 10 cards each with one of the adjectives from their lists written on it.
4. Review rule for placement of adjectives in French and ask each group to separate their 10 adjectives into two groups, those that come before the noun and those that come after. A group spokesman should then report their groups findings to the class. Teacher gives a group grade for accuracy.
5. Each group now makes 10 cards with a noun and its indefinite article and 10 cards with a noun described by an adjective. (Remind students to pay attention to placement and agreement of adjectives.)
6. Explain new concept: 'C'est" vs. "Il/elle est".
7. Groups mix-up their 30 cards and take turns picking a card and making declamatory statements:
   Ex. card says: "une fille", student says: "C'est une fille!"
   Ex. card says: "pénible", student says: "Elle est pénible!"
   When just an adjective is drawn, student should choose il or elle depending upon the last noun mentioned. As students go through the pile, the cards should be sorted into a "C'est" and an "il/elle est" pile. Encourage students to correct the members of their group as piles will be collected and a group grade will be given for accuracy of results.
8. If time remains, end the class with the paired activity described in the preceding report.

for.lang.-III/31(2)
3/21/89

Ann C. Bacon
January 7, 1989

Creative Activities for Communication

This participant chose two activities to meet the requirements set forth in the syllabus for this course: CORNERS (to review school subjects and seasons) and LINE-UP (to review the months of the year).

CORNERS: After reviewing school subjects with flashcards and various students' textbooks, the students were asked to group themselves in different parts of the classroom according to the subject which they have first period. When it appeared that all the groups had been formed, the lights were turned off momentarily. When the classroom was quiet, the lights were turned back on. Each group was asked which subject it represented. Quite a few students in each group responded.

The above procedure was repeated two more times. Groups were formed according to the subjects the students had after lunch and according to the subjects they liked the least.

Most of the students seemed to enjoy this activity, particularly the one in which they could group themselves according to their least favorite subject.

Near the end of the class period, after having reviewed months and seasons, the students were once again asked to group themselves -- this time according to the season in which they were born. When this was accomplished, the groups were asked which season they represented.

LINE-UP: The line-up activity immediately followed the last corner (seasons) activity. After having grouped themselves according to the season in which they were born, the students were asked to line up sequentially according to their birth month. The students were then asked to call out their birth months in order from January through December. When a student was in the wrong place in the line-up, other students were allowed to let him/her know there was an error, but not what the error was. The mistaken student had to correct the error (i.e., find his correct place in the line-up) himself.

The students really seemed to enjoy these activities. Many students who never seem to become involved in the traditional classroom scenario took an active part in these activities.

for.lang.-III/32(1)
3/29/89

Ann C. Bacon
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Lesson Plan for German I
Coral Springs High School
Text: Deutsch: Aktuell I; Chapter 4

OBJECTIVES:

1. to review vocabulary for the chapter test (school subjects, seasons, months of the year).
2. to get students involved in using the vocabulary in a more realistic fashion.
3. to change the pace in the classroom.

MATERIALS NEEDED -- flashcards, pictures and various textbooks depicting various school subjects, seasons and holidays (to review months of the year); Deutsch: Aktuell I textbook.

PROCEDURE

1. Review vocabulary using flashcards, pictures and textbooks from other classes.
2. Using the German text, page 59, ask students which period they have various subjects; ask which subjects they like/do not like.
3. Explain the CORNERS activity.
4. Ask the students to group themselves according to which subject they have first period. Ask which subject each group represents.
5. Repeat procedure 4. for subjects the students have after lunch and again for the subjects the students like the least.
6. Have students return to their seats and continue chapter review.
7. Near the end of the class, have students form groups according to the season in which they were born and ask each group to identify itself.
8. Finally, have the students line up sequentially according to their birth month -- January through December.
9. Have the students call off their birth months in order -- any student who is in the wrong place in line will be advised that he/she has made an error, but not what that error is. It is up to the student to find his/her correct spot in the LINE-UP.
10. Evaluate activities with the students.

for.lang.-III/32(2)
3/29/89

Elaine Ziebarth
January 7, 1989

Creative Activities for Communication

In Mimi Met's workshop of 1/7/89, some excellent activities were presented to foster more student involvement in the lesson.

Instead of the teacher directing the question-response pattern to an exercise, all the students participate when they pair off and ask each other the questions. I used this technique with the worksheet given to us with the clocks. Each student had the opportunity to ask and answer several questions. This is far more practice than they would have had, had I used the traditional approach.

In the "Numbered Heads Together" exercise, the students must work as a team to come up with the correct response to a given questions. Everyone in the group must know the answer because no one knows which number the teacher is going to call on to respond. They feel a sense of commitment to their team, and are proud to have the right answer.

I used the "Roundtable" activity to review the location and capitals of the South American countries. In this exercise, everyone must contribute to complete a group task. I noticed a feeling of accomplishment on the part of the students upon completion of the assignment. Even students who did not know all the answers contributed to the total success of the group.

I was so pleased with the results of these activities, that I plan to incorporate them frequently into my future lesson plans.

for.lang.-III/33(1)
3/29/89

Elaine Ziebarth
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Text: Nuestros Amigos, Chapter 5

OBJECTIVES:

1. To practice telling time in Spanish
2. To review the verb ir (to go)
3. To recall the location and capitals of the countries in South America

PROCEDURE:

Warm up: Using a practice clock, ask various students questions relating to time, in order to review the structure "¿Qué hora es?" "Son las ..."

Have students pair off. Hand out the worksheet with the clocks (see attached). One student has sheet "A"; his/her partner, sheet "B". Student A asks, "¿Es la una y diez?" (because that is the time on his/her clock). Student B responds by saying, "No, es la una y cuarto." (because his/her clock has a slightly different time). They take turns asking and answering each other's questions for the remaining five clocks.

Numbered Heads Together: To practice the irregular verb ir (to go). Have students group themselves in fours. Students count off; the teacher asks questions using the verb ir. (i.e., ¿Va él a la casa de Julio?); the students put their heads together to come up with the answer; the teacher calls a number, and then calls on the student with that number for the correct response. Then ask the groups for the thumbs up or down signal to indicate if their group got the answer right.

Roundtable: While the students are still in groups of four, pass out a blank map of South America (one for each group). Each student fills in a country and its capital, and then passes it to the person on his/her left. The paper goes around the table until the map is complete, or the allotted time is up. Ask how many groups were able to complete the assignment. Go over correct answers.

for.lang.-III/33(2)
3/29/89

Scarlet Bezugly
January 7, 1989

Creative Activities for Communication

Dr. Mimi Met's presentation on January 7, dealt with how to develop and use small group and partner-practice activities in the foreign language classroom. Activities such as Corners, Clusters, Brain-storming, Line-up, Think-Pair-Share as well as procedures which included Round Table, Round Robin and Numbered Heads Together were presented. These activities were designed to help students master content material while at the same time providing more student involvement, less student anxiety, and more meaningful communication.

Although most of these activities were recommended as methods for introducing a lesson, I found two activities to be useful for reviewing information already studied. The two activities which I chose to use in my Spanish I class were the "Round Table" Procedure and the "Numbered Heads Together" Procedure.

The "Round Table" Procedure was used to review the names of countries where Spanish is spoken. The "Numbered Heads Together" Procedure was selected to review cultural information that had previously been presented in the first two units of the text.

All students activity participated in both procedures. Students later expressed that they felt they had learned the material better through this method than through the reading and discussion method that was used when introducing the material.

for.lang-III/35(1)
3/29/89

Scarlet Bezugly
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Lesson Plan for Spanish I
Text: Spanish for Mastery I

OBJECTIVES:
1. To review cultural and geographical information previously presented.
2. To provide student-centered activities where total student involvement takes place.

PROCEDURE:
Roundtable Students are seated in groups of four and given a number from 1-4. The teacher asks students to list a country where Spanish is spoken. A paper is passed around to each student in the group beginning with student number 1. Each student writes down the name of a country where Spanish is spoken. (Students are not allowed to help each other in this activity.) Groups are given three minutes to compile their lists. At the end of three minutes the teacher calls on a spokesman (randomly selected from each group) to give an answer. Spokesmen take turns giving an answer for their groups. Correct answers are listed on the board and a point is given to each group for a correct answer. The group spokesman who gives the most correct answers wins 5 extra credit points for each member of his team.

PROCEDURE:
Numbered Heads Together: The following questions were selected from the Nota Cultural sections of the text. This material had previously been read and discussed in class.
1. Give two ways of saying, "How are you?" in Spanish. One for a close friend, the other for a distant acquaintance.
2. Name three different currencies used in Latin countries.
3. Name the system of measurement which is used in Hispanic countries.
4. Name two sports which you might participate in if you visited Argentina in December.
5. Give 4 Spanish words which we use in our daily vocabulary.
6. Give the name of the city which was the oldest permanent European settlement in the United States.

Students stayed in groups of four and a total of six groups were formed. Each student on the team was given a number from 1-4. The teacher asked question number one and told students to make sure that everyone on the team could provide the answer. Students were given 30 seconds to make sure that everyone on the team knew the answer. Students then put their heads together to agree on an answer. The teacher called a number at random (from 1-4) and students with that number raised their hands to be called upon. The correct answer was written on the board and a point was given to the team. (Questions 2-6 were answered in the same way.) The team with the highest number of points received 5 extra credit points for each member. In order to insure each group an equal opportunity to answer, a different group was called on for each question. If the spokesman could not answer a question, another group was given the opportunity to answer. (If a tie results, other quetions may be asked.)

for.lang.-III/35(2); 3/29/89

Esther A. Heyden
January 7, 1989

Creative Activities for Communication

There are various ways of arranging work that produce mastery of academic content. One of these ways is called Roundtable.

Roundtable is a simple cooperative method that can be used very effectively in a language class.

Steps of Roundtable:

1. The problem: The teacher asks a question with many possible answers.
   Example: Cuales son las capitales de los paises latino americanos?

2. Students make a list on one piece of paper to the person on his or her left. The paper literally goes round the table.

Roundrobin is the oral counterpart of Roundtable: Students simply take turns stating answers, without recording them. Roundrobin can be used with children too young to write or when participation rather than a produce is the goal.

Roundtable and Roundrobin can be used with little or no time pressure or may be structured in a race-like format.

for.lang.-III/36(1)
3/29/89

Esther A. Heyden
January 7, 1989

Creative Activities for Communication

LESSON PLAN

OBJECTIVE: Las partes del cuerpo. (Parts of the Body)

SPECIFIC OBJECTIVES:

1. The student will be able to recognize the parts of the body using TPR.
2. The student will be able to recognize the new words for the parts of the body.

ACTIVITIES:

Part I. Use TPR to introduce parts of the body.

1. Begin with hands:
   Esto es la mano.
   Esto es la cabeza.
   Pongan la mano en la cabeza.

2. Add other parts, one by one, making sure to repeat each new words several times.
   Example:
   Pongan la mano en los hombros.
   Pongan la mano izquierda sobre la boca.

Part II. Roundrobin

1. The teacher will ask the students to name all the parts of the body that they can.

2. The students will take turns giving answers.

HOMEWORK:

Draw a body of a person and write the corresponding words to each part of the body that you have learned in class.

for.lang.-III/36(2)
3/29/89

Janette I. Furness
January 7, 1989

Creative Activities for Communication

Dr. Mimi Met made several strong points in this workshop which greatly impressed me; they will enrich my teaching techniques and I hope to be a better teacher for it.

Until now, I could not properly visualize the advantages of small group activities. However, the methods demonstrated and practiced (by the teachers) by Dr. Met in Session III on the use of Clusters, Corners, Brainstorming, Line-up, Think-Pair-Share, Roundrobin, Roundtable and Numbered Heads Together were a tremendous help in my implementation of these activities.

My experience in teaching using the Creative Activities for Communication was very successful. I implemented Clusters, Roundrobin and Numbered Heads Together in a grammar lesson on the Reflexive verbs.

My students actually congratulated me and as they left the room I overheard "this lesson was real neat; I learned a lot today. I hope we this often." THUMBS UP FOR DR. MET...

for.lang.-III/37(1)
3/29/89

Janette I. Furness
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Lesson Plan for Spanish II
Text: Spanish for Mastery - Unit 3, Lesson III
Jean-Paul Valette
Rebecca Valette

OBJECTIVES:

Cooperative learning in non-threatening activities with maximum time on task and meaningful practice of REFLEXIVE VERBS.

PROCEDURE:

1. As students came into the classroom, I handed each a card with a reflexive verb. (32 students - 8 verbs 4 cards of each verb). Each set of four with numbers one to four so that each student in a group would have a number.

2. I instructed the students to find the other 3 students who had the same verb and to sit in a group of 4.

3. The students made a list on one piece of paper of the reflexive verbs, each writing one answer and then passing the paper to the person on his/her left. The paper went round the group several times. "ROUNDROBIN." Each group counted how many verbs they had and the one with the most verbs was the winner. Student number 3 read the list and the other students had to write the verbs that they didn't have on their list.

4. "NUMBERED HEADS TOGETHER" Each student in the groups had a number and they knew that only one student would be called each time to represent the group and give the correct answer in order to obtain a quality point. I dictated a sentence in English using one of the reflexive verbs. For instance, my sister always looks at herself in the mirror. Only 30 seconds was given for this task and then I would call on a number. The student would then read Mi hermana siempre se mira en el espejo. If the answer was correct all the students with a similar number would show "THUMBS UP" and if the sentence was incorrect, "THUMBS DOWN."

for.lan.-III/37(2)
3/29/89

Marilyn Olson
January 7, 1989

Creative Activities for Communication

Myriam Met was an effective presenter who shared with us a variety of paired and group activities which can be implemented into the foreign language classroom. These types of activities allow for more individual student practice in a non-threatening atmosphere. Peer tutoring generally results from paired activities which benefit both the accelerated and weaker students. Activities such as these allow for more time on task, rather than the usual 15-20 seconds per student in a traditional classroom situation. The idea behind pairing is to build student confidence and I have found this to be true in my own classroom situation.

I especially liked the way in which she would build up an activity to be used over a three-day period, i.e., "Brainstorming", by using a large category such as foods, capitals, animals. Students were grouped according to their choice and each particular group then talked over why they made that particular choice. The following day students could write an advertisement describing the positive aspects of their choice in a written attempt to sway others. On the third day they could use persuasive oral language in an attempt to convince others to share their beliefs.

I personally prefer a high degree of teacher control and for this reason I used her crossword puzzle activity (see Lesson Plan) with my students since they were reviewing "er" verbs. In the future I will try "Numbered Heads Together" for I believe that would have a high level of student interest and thus success.

for.lang.-III/38(1)
3/29/89

Marilyn Olson
January 7, 1989

Creative Activities for Communication

LESSON PLAN

Beginning French

Text: McGraw-Hill: Rencontres

Objectives: To reinforce the learning of "er" verbs covered in Lecon 5.

1. Teacher prepares Crossword puzzle using these infinitives.

2. Students work in pairs to solve puzzle. Student A has pictures for the horizontal verbs; Student B has pictures for the vertical verbs.

3. Student A looks at picture 1 (horizontal), forms a sentence, then selects proper infinitive; Student B looks at picture 1 (vertical), forms a sentence, and selects proper infinitive. Students continue to work on puzzle according to which infinitives can be built upon the others until puzzle is complete.

4. Upon completing puzzle, students write captions for their pictures.

5. When entire class is finished, students may read their captions out loud to the class for comparison.

6. Students may also ask questions about the pictures and elicit answers from the other students.

FOREIGN LANGUAGES: Improving and Expanding Instruction

Session: III Date: 1-7-89 Participant Name: Marilyn Olson

Title of Session: Creating Activities for Communication (Pair and Croup Work)

Myriam Mett

LESSON PLAN

Beginning French

Text: McGraw-Hill: Rencontres

Objectives: To reinforce the learning of "er" verbs covered in Leçon 5.

1. Teacher prepares Crossword puzzle using these infinitives:

1 D	E	M	2 A	M	3 D	E	R	/	/	/	/	/	/	/	/	/	4 P	/
A	/	/	I	/	O	/	/	/	/	5 E	/	/	/	/	/	/	R	/
M	/	/	6 M	A	N	G	E	R	/	7 T	R	A	V	A	I	8 L	L	E	R
S	/	/	E	/	N	/	/	/	/	R	/	/	/	/	/	E	/	P	/
E	/	/	R	/	9 E	C	O	U	10 T	E	R	/	/	/	/	V	/	A	/
R	/	/	/	/	R	/	/	/	R	/	/	/	/	/	/	E	/	R	/
/	/	/	/	/	/	11 R	E	G	A	A	R	D	E	R	/	R	/	E	/
/	/	/	/	/	/	/	/	/	V	/	/	/	/	/	/	/	/	R	/
/	/	/	/	/	/	/	/	12 H	A	B	I	T	13 E	R	/	/	/	/	/
/	/	/	/	/	/	/	/	/	I	/	/	/	N	/	/	/	/	/	/
/	/	/	/	/	/	14 P	A	R	L	E	R	/	T	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	L	/	/	/	R	/	/	/	/	/	/
/	/	/	/	15 M	A	R	C	H	E	R	/	/	E	/	/	/	/	/	/
/	/	/	/	/	/	/	/	/	R	/	/	/	R	/	/	/	/	/	/

2. Students work in pairs to solve puzzle. Student A has pictures for the horizontal verbs; Student B has pictures for the vertical verbs.

3. Student A looks at picture 1 (horizontal), forms a sentence, then selects proper infinitive; Student B looks at picture 1 (vertical), forms a sentence, and selects proper infinitive. Students continue to work on puzzle according to which infinitives can be built upon the others until puzzle is complete.

4. Upon completing puzzle, students write captions for their pictures.

5. When entire class is finished, students may read their captions out loud to the class for comparison.

6. Students may also ask questions about the pictures and elicit answers from the other students.

Crossword Partner A
(Horizontal)

1.

11.

6.

12.

7.

14.

9.

15.

Crossword Partner B
(Vertical)

1.

5.

2.

8.

3.

10.

4.

13.

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SESSION IV

The Role of Audio-Visual Materials in Developing Proficiency

John M. Darcey
Instructional Leader
Department of Foreign Languages
West Hartford Public Schools
West Hartford, Connecticut

1. The use of the overhead projector
   a. Transparencies which accompany texts
   b. Teacher-made transparencies
   c. Commercially produced transparencies
   d. The connection with computers using a magna-byte

2. The use of video in the language classroom
   a. Videos which accompany texts
   b. Video-taping classes
   c. Commercially produced video series
   d. Taping programs from abroad

3. The computer and foreign languages
   a. Skills needed for using a computer
   b. Materials available for computers
   c. Developing writing skills using the computer
   d. The computer and the language lab

4. A language lab for the 90's and beyond

5. New directions in modern technology
   a. Interactive video disks
   b. Distance learning
   c. Satellite dish - connecting the world
   d. Computer assisted instruction

tnd8/cbk/for(5)

Mary E. Byrd
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

This workshop provided an overview of the use of media in today's FOREIGN LANGUAGE classes with a look into the future. Games such as the "Pyramid Game", and "Wheel of Fortune" were explained emphasizing the high student interest and involvement which such visual competitive games produce. Also discussed were the computer, videos and recorders, sounds, etc. and their place in the classroom. Due to the fact that students have a great affinity towards visual entertainment videos represent a terrific way to appeal to this very demanding audience.

This month I am taking a group of 31 students to Mexico. I will most certainly take advantage of this great opportunity to videotape all our experiences to share with all the students upon our return. To practice using the video recorder I chose to record a TRIVIA game with two panels of contestants, using maracas instead of "botones" or buzzers. I first had the students compose a list of "SURVIVAL" words and expressions which they would necessarily need to know as a visitor of a Spanish-speaking country. A list was composed, translated and distributed as a study sheet for the tournament. It was a success as all the students enjoyed the competition. They all became involved, and most importantly, they all LEARNED.

for.lang.-IV/39(1)
4/1/89

Mary E. Byrd
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Level: Spanish I

Topic: Survival words and phrases

Correlate to: all previously learned vocabulary and daily life situations chosen by students.

OBJECTIVES:

Student will use expressions appropriate to specific real-life situations.

ADVANCED ORGANIZATION:

In groups of four, students "Brainstorm" to compose a list of four necessary words or phrases.

A spokesperson from each of the six groups of four recites their entries.

A master list is formed, typed, and distributed as a study sheet.

TRIVIA GAME:

The "Judge" relates a situation (in English) where the word or phrase is needed. The panel to shake their maracas first must answer the question correctly or lose a point and pass.

Several rounds are played until all students have a turn in the panel.

The team with the most points wins.

Photocopies of Mexican pesos are given as prizes which can be saved and used to "pretend" buy items at our play store where everything is priced at the current rate of exchange to give students the practice they need to conduct a sales transaction successfully.

for.lang.-IV/39(2)
4/1/89

Holly Casto
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

With this report and lesson plan I would like to show how I incorporate the textbook's accompanying audio tape with an overhead transparency to develop listening comprehension skills and stimulate oral participation on the part of my students.

The Spanish for Mastery series introduces each lesson with a presentation text. This is also the first activity for each lesson found on the accompanying audio tapes. The series also provides overhead transparencies depicting scenes from these presentation texts.

I project the transparency for my students to view while they listen to the tape for the first time. This is done with their textbooks closed. I also often label the transparency with the names of the characters from the text to aid in comprehension of what is taking place on the tape.

I usually just play the tape once having my students extract the "gist" as best they can. If I discover later that they are having difficulty answering my questions, I will stop and play the tape for them one more time. Playing the tape just once is usually all that is necessary.

Next I have a series of oral questions to ask them about what they just heard. Some of the questions require simple information answers, others contain a fill in the blank, some are true/false, and some just require a yes/no answer. My students take a moment and "confer" with their foursome as to the correct answer, and then in a "numbered heads" fashion I will ask person 2 in a particular group for the answer. The remainder of the class will indicate their agreement or disagreement of the given answer by the thumbs-up/thumbs-down method.

After all my questions have been asked and answered I have the students open their textbooks and follow along with the tape one more time to insure complete comprehension.

The following day at the start of class I project the same transparency and have them write a sentence for each of the "scenes" that they see. Their sentences do not necessarily have to represent the context found in the text; however, they must write appropriate and meaningful sentences for the picture. I score these few sentences for "daily" points.

for.lang.-IV/40(1)
4/1/89

Holly Casto
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Spanish for Mastery
Bienvenidos - Level 1
Unit 3 - Lesson 3 (3.3)

OBJECTIVES:

Students will practice their listening comprehension skills by hearing the tape of the presentation text and viewing the accompanying transparency. After doing this they will demonstrate their comprehension by answering a series of simple questions about the text they just heard.

QUESTIONS FOR PRESENTATION TEXT 3.3:

¿Cómo es el ambiente en la fiesta?

Hay muchos chicos y muchas _____.

¿Qué tiene María?

¿Tiene Pablo un tocadiscos?

¿Quién es la chica rubia?

¿Tiene ella novio?

Pietro y Alberto son muy _____.

Ellos no son colombianos; son _____.

Son muy guapos y _____.

Las chicas morenas no son españolas; son _____.

Son guapas y muy _____ también.

¿Tienen ellas novio?

Continue day's lesson with introduction of new verb Tener and vocabulary contained on pages 100-101.

for.lang.-IV/40

Nana Chave
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

Mr. Darcy had many excellent ideas and suggestions as to how we may make better use of audio-visual materials in the classroom. My particular school has a very limited selection of these materials so I am not able to implement any of the A-V activities as of yet. I have, however, made inquiries and put in requests so that I may have these materials next year.

Mr. Darcy also had several suggestions for games that do not require any sort of sophisticated equipment. I incorporated one of the games we played during this session into a lesson that deals with hobbies and pasttimes, TENER (to have), and the numbers 1-15.

I am always looking for quick games that require little to no preparation for the last 5-10 minutes of class when the students are particularly restless. I found "Letras revueltas" (Scrambled Letters) to be exactly what I needed.

In "Letras revueltas". I scramble the letters of a vocabulary items and have the students guess what the letters represent. The students take turns guessing what the letters might represent by raising their hands. In this way, the game can be used as a whole class activity and everyone really is involved. The student who guesses correctly is rewarded with a piece of penny candy that they may choose from our prize box. I have found this to be a really effective way of reinforcing even new vocabulary. My less capable students really excel at this game and it gives them something to feel good about, too.

My students love this game so much, they now request it everyday.

for.lang.-IV/41

Nana Chave
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Spanish I
Churros y chocolate

Objectives:

1. To help students recognize new vocabulary dealing with hobbies and pastimes.
2. To increase student involvement and motivation.
3. To provide a "fun" activity for the last 5-10 minutes of the period when students are restless.

Materials needed: Chalkboard, chalk, ready-made list of scrambled vocab words.

Lesson Plan:

1. Using colored overheads, ask identification type questions about the objects pictured.
   Ex. ¿Qué es esto?
   ¿Qué tiene la chica?
   ¿Hay un tocadiscos? etc.
2. Move on to personalized questions using the same vocabulary and basic format.
3. Series of drills using TENER and the new vocabulary.
4. Introduce the new game Letras revueltas.
   Students take turns guessing what vocabulary item the scrambled letters might represent. This was done as a whole class activity with students raising their hands as they thought they knew what the word was. Each successful descrambling was rewarded with a piece of candy.
   Ex. zep (pez)
   toom (moto)
   tanlap (planta)
   jibudo (dibujo)

I give the students a maximum of 10 words per day and often go back and reenter words that haven't been used frequently but were learned in previous chapters. It's amazing how the students recall increases by playing this game.

for.lang.-IV/41(2)
5/2/89

Sharon R. Forsyth
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

Messieurs Darcey & Grudzien covered the gamut of audio visual materials from slides and videos to the latest in computer software and all types of realia. Particularly interesting was their televised trivia game, which would be a worthwhile project for the county to implement.

Although many of Mr. Grudzien's ideas were geared more to the middle school level, he had several techniques which I have already been using and others which are also useful and motivational on the secondary level. I particularly liked his Phrase of Fortune and $20,000 Pyramid games. I chose to incorporate the Pyramid game into a lesson as a "détente" between two units:

Students were paired, one being the clue-giver, the other, the responder.

The clue-giver was seated facing the board and the responder with his back to the board.

Three categories were written in a pyramid on the board and they were allowed one minute for the responder to guess all three categories.

Examples of categories are: le temps, les repas, le ski, la place, le petit déjeuner, faire les courses, les jours de la semaine, les montagnes, faire sa toilette, les saisons, les sports, l'école, les matières, les meubles, les pièces de la maison, la salle de classe, fêtes, etc.

Clues had to be given in French, but responder was permitted to answer in French or a combination of French and English. The Prize was five extra-credit points for each student.

I found my students to be highly responsive to this game. The entire class was enthusiastic and attentive and most tried to think of clues along with the players. AND, much to my surprise and extreme pleasure, all responders answered in the target language.

This game is an excellent technique for vocabulary review as well as a superb motivational tool.

for.lang.-IV/42(1)
5/2/89

Sharon R. Forsyth
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Materials: Nos Amis textbook

Objectives: 1. Complete Unit 15 test
2. Introduce new vocabulary for Unit 16

1. 20 minutes - Complete test begun previously, but not completed due to interruption.

2. 5 minutes - Discuss lesson presented by le Triade group on previous day. (This discussion will be brought up again when the imperfect tense is formally introduced.)

3. 15 minutes - Present new vocabulary for Unit 16.

4. 10 minutes - Pyramid game (See report for details)

for.lang-IV/42(2)
5/2/89

Patricia S. Freund
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

Mr. John Darcey and Mr. Mark Grudzien introduced various audio-visual techniques which can be incorporated in the foreign language classroom. These methods provide adequate opportunity for communicating in the target language through the use of more varied and interesting lessons.

For my French II class each year we devote one lesson to wine and champagne production in France. This year the class included student and teacher presentations. The last 10 minutes of class on February 6th we watched and discussed a movie entitled, Winemakers (available from the Broward County Materials Center - film #2367. This is an old movie, but the techniques presented are still worthy of discussion.) The following day we had multi-media presentations on the topic by the teacher and students. We started with a student/teacher presentation of the major wine/champagne-producing areas in France. The student volunteer had prepared a poster of France which had these areas shown in different colors. We focused on the champagne-producing areas. That led to the teacher presentation of a video - a visit to the Taittinger vineyard. Following the video the teacher continued the discussion (verifying student comprehension) using empty champagne bottles which are on display in the classroom. We then considered the different types of glasses used for drinking wine and champagne. A student volunteer presented a poster of various types of wine/champagne glasses. We also used a teacher-prepared display of glasses. To demonstrate why a specific type of glass is used for champagne we poured some "Sprite" into the glasses in question and examined what happened to the carbonation. The teacher explained the proper way to open the wine, store the wine and decant the wine using empty bottles, etc. for demonstration purposes. Two students were then selected to explain the proper tasting techniques - they were given glasses filled with their "water" (to represent wine). Our final student presentation included a discussion of the correlation between different foods and wines. We again used a student prepared poster. Our class concluded with a brief quiz about the topic.

This is one of my most successful culture classes. It combines many different audio-visual techniques and "hands-on" demonstrations for the students. It provides ample opportunity for discussion in the target language.

for.-lang.-IV/43(1)
5/2/89

Patricia S. Freund
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Lesson Plan: February 7, 1989
French II: Tous Ensemble (French for Mastery 2)

This is a culture lesson about French wines and champagne.

1. Introduction

2. Student/teacher presentation of the wine/champagne-producing areas in France - use of a student prepared poster.

3. Teacher presentation of a video which shows a visit to the Taittinger vineyard. (This is a video which was recorded from the Merv Griffin show about 6 years ago.)

4. Teacher/class discussion of the video using realia.

5. Student/teacher presentation of the different types of glasses used for wines/champagne - use of a student prepared poster. A display of the different types of glasses was used for demonstration.

6. Teacher discussion of opening the wine bottle and decanting.

7. Student/teacher presentation of the correlation between different foods and wines - use of a student prepared poster.

8. Brief quiz (5 questions) about the topic.

9. Homework: study vocabulary unit 2 for major test Thursday.

for.lang.-IV/43(2)
5/2/89

TASTING

ALL WINES HAVE DISTINCTIONS WHICH SEPARATE THEM. THE GREATER THE WINE, THE SHARPER THE DISTINCTION. THE FACTORS WHICH CONTROL THESE DISTINCTIONS ARE:

1. SOIL
2. GRAPE
3. YEAST
4. VINTAGE (WEATHER)
5. WINEMAKER

ALSO, SINCE WINE IS A LIVING CREATION, PARTICULARLY THE YEAST WITHIN THE PRODUCT, IT CHANGES WITH AGE. OLDER IS NOT BETTER, OR WORSE, JUST DIFFERENT.

IN MY OPINION OF THE FIVE FACTORS, THE WINEMAKER IS THE MOST CRUCIAL, SINCE HE MAKES SO MANY DECISIONS ABOUT KEY FACTORS, SUCH AS WHEN TO HARVEST, HOW LONG TO FERMENT, HOW LONG THE WINE STAYS IN THE BARREL, WHEN THE WINES GOES INTO THE BOTTLE.

WHEN YOU ARE "TASTING" A WINE, YOU NEED TO DO A FEW SIMPLE THINGS TO BEGIN YOUR LEARNING PROCESS:

1. SMELL THE END OF THE CORK THAT WAS TOUCHING THE WINE. GENERALLY, IT HAS A LIMITED AROMA. THE KEY IS THAT IF THE WINE IS BAD, IT WILL BE DISCERNABLE HERE FIRST.

2. LOOK AT THE WINE FOR CLARITY. NOTE OFF COLOR, CLOUDINESS, OR LITTLE SPECS. THIS MAY GIVE YOU ANOTHER HINT AS TO WHAT TO EXPECT.

3. SMELL THE WINE. THE AROMA WILL CLEARLY TELL YOU WHAT WILL COME WITH THE TASTE.

4. TAKE A SMALL TASTE AND SWIRL IN YOUR MOUTH TO SEE IF WHAT YOU EXPECTED FROM THE OTHER STEPS CAME TRUE IN YOUR MOUTH.

THE SWIRLING SHOULD TOUCH ALL THE PARTS OF YOUR MOUTH BECAUSE DIFFERENT PARTS RELEASE DIFFERENT TASTE SENSATIONS.

5. LASTLY, TRY TO PICTURE WHAT YOU ARE TASTING IN RELATION TO OTHER THINGS YOU HAVE TASTED BEFORE. START TO DEVELOP A CATALOGUE OF TASTES, AND WHAT TO EXPECT FROM THE DIFFERENT WINES. YOU MIGHT EVEN MAKE NOTES AND BEGIN TO BUILD A LITTLE COLLECTION OF FILE CARDS, WHICH SOMEDAY YOU MAY VALUE FOR THEIR INFORMATION.

YOU SHOULD KNOW THAT YOU CANNOT SMELL OR TASTE MUCH IF THE WINE IS VERY COLD. THAT IS WHY WHITE WINES ARE OFTEN VERY BLAND.

GOOD WINE CAN BE CONFUSING IN TASTING BECAUSE THERE ARE SO MANY GOOD ELEMENTS SEEKING ATTENTION. BUT, A GOOD WINE FOR YOU IS ONE YOU LIKE. A GOOD WINE FROM A TECHNICAL STANDPOINT IS ONE WITH A GOOD BALANCE OF ITS ELEMENTS - LOOKS GOOD, SMELLS GOOD, TASTES GOOD, AND ALL THE PARTS SEEM TO GO TOGETHER.

LASTLY, A BIT ABOUT THE KEY WINE GROWING AREAS:

1. BORDEAUX - ALSO KNOWN AS CLARET. THIS IS THE MOST FAMOUS AREA WITH THE PRINCIPLE WINES GROWN ON ESTATES CALLED CHATEAUX. ALL WINE FROM A CHATEAU MUST BE PRODUCED AND BOTTLED ON THE PREMISES. MOST FAMOUS FOR ITS REDS, WHICH ARE MADE MOSTLY FROM THE GRAPE, CABERNET SAUVIGNON BLENDED WITH A SOFTER GRAPE, MERLOT. THESE RED WINES ARE GENERALLY DRY AND USUALLY LONG LIVED. THE DRY WHITES ARE MADE FROM THE SAUVIGNON GRAPE, AND ARE LESS WELL KNOWN, BUT THE SWEET WHITES FROM AN AREA CALLED SAUTERNE ARE WORLD RENOWNED. THEY ARE LONG LIVED BECAUSE SUGAR PROMOTES LONG LIFE, AS DOES SLIGHTLY HIGHER LEVELS OF ALCOHOL WHICH THESE WINES CONTAIN (EXPLAIN BOTRYTIS). YOU WILL ALSO SEE ON LABELS, AND HEAR ABOUT A WINE BEING CLASSIFIED. AT A FRENCH EXPOSITION IN 1855, THE LEADING WINE EXPERTS OF THE ERA CLASSIFIED ALL CHATEAUS OF BORDEAUX. THAT CLASSIFICATION OF ALL WINES INTO FIVE GROUPS IS STILL IMPORTANT TODAY (SEE EXHIBIT).

2. BURGUNDY - HIGH QUALITY REDS FROM THE PINOT NOIR GRAPE AND WHITES FROM THE CHARDONNAY. (THE LOWER HALF OF BURGUNDY IS WHERE BEAUJOLAIS IS PRODUCED FROM THE GAMAY GRAPE.) HERE THE WINES ARE NAMED FOR VINEYARDS OR COMMUNES (CITIES) WITH MANY OWNERS SHARING ONE VINEYARD, SOMETIMES AS MANY AS FORTY. THIS IS THE SMALLEST MAJOR GROWING AREA, AND I THINK, THE FINEST. UNFORTUNATELY, WINE PEOPLE ALL OVER THE WORLD HAVE USED THE NAME BURGUNDY TO DESCRIBE THEIR CHEAPEST REDS, AND CHABLIS, THEIR WHITES, HURTING THE REPUTATION OF THESE FINE AREAS.

3. RHONE - SOUTH OF THE GREAT GASTRONOMIC CAPITAL OF LYON. THIS AREA HAS AN OCEAN OF MOSTLY RED WINES FROM THE SIRAH GRAPE WITH THE WINES NAMED FOR CITIES, LIKE HERMITAGE, COTE ROTIE, OR CORNAS. THE MOST WELL KNOWN IS A PLACE CALLED CHATEAU NEUF DU PAPE. THERE ARE WHITES, BUT THEY ARE LIMITED AND GENERALLY OF MEDIOCRE QUALITY.

4. LOIRE - HERE YOU FIND A GREAT NUMBER OF WELL MADE, INTERESTING, YET SIMPLE WHITE WINES. THERE ARE USUALLY GOOD WINE FOR THE MONEY. THE WINES HERE ARE NAMED FOR THE CITIES THEY COME FROM, INCLUDING THE MOST WELL KNOWN, AND POPULAR, VOUVRAY, FROM THE CHENIN BLANC GRAPE, POUILLY FUME, FROM THE SAUVIGNON GRAPE, AND SEVERAL OTHER LESSER KNOWN, SANCERRE AND POUILLY FUME.

5. ALSACE - HERE THE WINES AND THE PEOPLE ARE VERY GERMANIC, HAVING BEEN CONTROLLED BY GERMANY ON SEVERAL OCCASIONS. THE WINES ARE USUALLY SWEET WHITES, AND ARE MADE FROM THE REISLING GRAPE, OR THE GEWURZTRAMINER.

LAST, BUT NOT LEAST, IS CHAMPAGNE. THE WINE THAT GOES WITH EVERYTHING, BUT PARTICULARLY OCCASIONS. THE CAPITALS OF THIS AREA ARE TWO TOWNS, REIMS AND EPERNAY. THE WINES ARE MOSTLY NAMED FOR FAMILYS THAT PRODUCE THEM, I.E. MOET, MUMMS, PIPER HEIDSIECK, ETC. YOU KNOW FROM THE TAITTINGER MOVIE HOW THEY ARE MADE AND ALL ABOUT SECONDARY FERMENTATION, SO I WILL NOT TAKE MORE ABOUT THEM. THE ONE FACT YOU MAY NOT KNOW IS THAT MUCH OF THIS WHITE WINE IS MADE FROM RED GRAPES. (DISCUSS HOW RED WINES GET THEIR COLOR.)

BEST COPY AVAILABLE

Opening Wine

The appearance of wine at most dinner tables evokes a mellow mood of anticipation. But struggling with an unpredictable cork can quickly turn this mood into one of annoyance for the host, and perhaps one of some amusement for the guests. To avoid such embarrassments, you need a reliable opener—one that meets certain requirements in construction and that is designed for the particular cork you are up against.

The simplest and best-known opener is the old—if not always reliable—corkscrew *(3 in the picture opposite)*, a horizontal handle attached to a helical screw, or "worm." Of the three types of worms shown in the inset at top, the one in the center *(B)* is the most efficient. Its open core, as opposed to the solid core in the auger-type worm *(A)*, enables each spiral to imbed itself fully in the cork, thus aiding the grip of the worm. At the same time, its outer edges are smooth rather than sharp, as in both *A* and *C*, so they will not cut a new cork or crumble an old one. And finally, there are enough spirals to distribute the force of your pull evenly through the bulk of the cork (there should be at least six spirals, and the worm should be at least 2¼ inches long, preferably 2½, so it can go all the way through the cork and anchor one of its spirals against the cork's under surface).

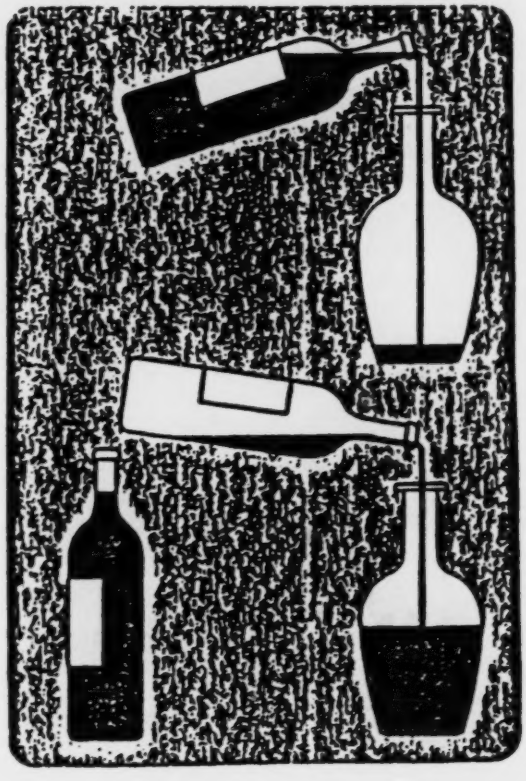
To make the extraction of cork easier, many corkscrews incorporate the added help of a twisting action, as in *(1)* and *(2)*. In *(1)* the worm is twisted in by means of a smaller crossbar and the cork pulled by means of the larger one; in *(2)* one crossbar serves both functions. Dry or relatively new corks are most successfully extracted with this type. Other openers, like *(5)*, *(6)* and *(7)*, make use of leverage. The opener marked *(5)* is the traditional folding pocket type used by wine waiters; note that it also has a bottle-cap remover, and a knife blade for cutting away foil. The one at *(6)* employs multiple leverage to increase the pulling force, and *(7)* has two side levers that are pushed down to lift out the cork.

Still another type of opener *(4)* has a hollow needle that pierces the cork and projects into the air space below it. When air is fed into this space, by pushing the plunger, the increased pressure inside forces out the cork—often with a champagnelike pop. More automatic types, powered by a replaceable gas cartridge, operate similarly. These pressure extractors are the safest type of opener for expensive wines, whose corks may be 10 or more years old and liable to crumble under direct attack by a corkscrew.

Decanting Wine

Decanting wine—pouring it from the original bottle into another container before serving—is generally recommended for two reasons: 1) to remove natural but muddying sediment that occurs in red wine after six or seven years in the bottle, and 2) to improve both the smell and taste of young red wine. White wine almost never needs decanting, although sediment may be present. This sediment is usually colorless and tasteless and, like that of red wine, always harmless.

Prior to decanting, a bottle should be kept upright for at least two hours, preferably a day, to let the sediment settle *(1 in diagram below)*. To decant: first uncork the bottle without disturbing the sediment. Next, peel the foil from the neck, then clean both the inside and the rim of the neck. Now, stand with a light or a white background behind the bottle, so that you can see the sediment clearly. Take firm hold on the bottle, label side up, and pour slowly, in a continuous motion *(2)*. As the first streak of sediment nears the neck *(3)*, right the bottle. There should be little waste, and your decanted wine will be clear and flavorful.



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Which Wine with Which Food?

The question of the proper wines to serve with different foods is one that intrigues many and intimidates some. At one extreme are the organized gourmets who are so concerned with the nuances of food and wine at their gala dinners that a special committee eats and drinks its way through the menu a few days before the actual event, in order to be sure that each wine is *exactly* the right accompaniment for each dish. On the other hand there are those who claim, democratically, that any wine goes with any food—if it suits you. That is fair enough, if your guests share your tastes. But it is a pity not to try the various traditional pairings of food and wine to see why so many people have found them good companions for each other.

Seafood—White with White

Although the longstanding rule of white wine with white meat and red wine with red meat has some notable exceptions, most people seem to find it appropriate most of the time. One exception is any dish that requires fish to be cooked in red wine. In this case, the same red wine should be served with it. Basically, though, the taste of most fish makes a red wine taste slightly odd, while a chilled white wine, with its slight acidity and refreshing taste, sets off a fish dish. Conversely, so most people feel, roast beef or lamb chops have too much flavor to compete with the taste of a white wine but are complemented by a red.

Full Flavor with Rich Food

An excellent guide for choosing which red or white wine to serve is the way a particular dish is prepared. The richer the food is, the fuller flavored the wine should be. A grilled dish, for example, takes a lighter red or white wine than one with a rich sauce. And, properly, you should serve different white wines for sautéed chicken with cream sauce, roast chicken, and a luncheon of cold chicken *(opposite page)*.

Regional Pairing

Another useful guide to follow is the pairing of a regional dish with that region's local wine. A ***boeuf bourguignon*** (Burgundy beef stew) calls for a Pommard or a Nuits St.-Georges, which are the same wines generally used in cooking this dish; an Italian meat dish with a spicy tomato sauce is unerringly served with a Chianti or Valpolicella; a light Spanish Rioja wine goes nicely with ***paella***.

Foods to Avoid with Wine

There are some foods with which wine should *not* be served at all. Curries and highly spiced foods are better accompanied by beer. Mint sauce and cocktail sauce, when served with various dishes, will overwhelm the taste of wine. Chocolate tends to throw off the taste of the sweet dessert wines. Egg dishes usually give wine an odd taste (although a cheese omelet would be enhanced by an inexpensive red wine). Salads and antipasto make wine taste vinegarish.

Two Wines at a Meal

If you plan to serve more than one wine at a dinner, there are certain traditional guides that, once you have tried them, will prove to be quite logical. They are: ***white before red; dry before sweet; light before full; young before old.*** These rules are based on the assumption that a meal should progress from less interesting wines to those with more flavor and complexity, so that dinner does not end with an anticlimax. Thus, a dry white wine is correctly served with a first course, but would be disappointing after the greater richness of a red wine. The exceptions are the sweet white dessert wines, which should always be served at the end of a meal. A sweet wine that is served before dry wines will make the wines that follow, whether red or white, taste bland and perhaps even bitter by comparison.

Assuming that a meal should progress toward the more interesting wines, a Beaujolais would be served before a Pommard or a château-bottled Bordeaux. An assortment of rich, but not strong-tasting, cheeses after the main course and before the dessert is an excellent accompaniment to present along with an exceptionally good bottle of red wine, especially if a lighter red wine has been served with the main course. There is certainly nothing very fancy or difficult about serving two or more wines at the same dinner. It is a simple way of adding an extra note of elegance to a meal. If only two or three persons are dining, they may find two half bottles of different wines more enjoyable than a full bottle of one wine.

Champagne or Rosé

A simple solution to the problem of matching wine with food is to serve champagne or a rosé throughout the meal. Champagne will certainly add gaiety to any dinner party, but it should be noted that it is, after all, a light dry wine. If it were a still wine, it would be comparable to Chablis. Consequently, it is not the ideal accompaniment to all foods. Rosé is excellent with cold foods and there are times when a chilled rosé is a perfect companion to a light meal. But anyone who enjoys food and wine should be more adventuresome when a good deal of effort has gone into a fine meal. In a restaurant, the logical solution to main dishes that include both fish and red meat is to order two half bottles, one white, the other red.

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Glasses

Wine experts agree that the best all-purpose glass to buy for table wines is one that makes wine taste, and look, its best. Most recommend one that is: 1) stemmed, to keep hand heat from interfering with proper serving temperature and aroma; 2) clear, to show the wine's true color and clarity; 3) tulip-shaped, to concentrate the bouquet under the nose; and 4) adequately sized, so that an average 4-ounce serving fills the glass halfway or less, leaving space above so that the aroma can be savored. This type and other glasses for special uses are silhouetted on these pages.

ALL-PURPOSE GLASSES
The trend is toward the all-purpose glass, like any of the three above. The first, a 10-ounce size, is best for a household that has only one set of wineglasses. The 9-ounce glass in the center is good for red, rosé or white wine when only one is served. When two are served, the first and third glasses go well together. The former's capacity allows for swirling red wine to develop bouquet; the latter's 8-ounce size is good for white wine.

RHINE AND MOSELLE WINES
Long-stemmed glasses, which are used for Rhine and Moselle wines, were first designed and produced in the Rhine area, long famous for its glassware.

CHAMPAGNE
A narrow goblet holds in, and displays, the characteristic bubbles of champagne and sparkling wines better than the familiar stemmed saucer glass.

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Rosario D. de Greenberg
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

During the workshop Audio Visual Materials in the Classroom," Mr. Mark A. Grudzien and Mr. John Darcy spoke about the usage of acetates as means of review. Another item discussed was the use of comic strips to introduce or review certain topics. I incorporated both ideas and used them in my eighth grade Spanish I class to review the conjugation of the verb TO GO.

First I looked at several comic strips from the newspaper, trying to find one that would be easy to trace. Then I placed the comic strip under the acetate and traced it using a fine point black overhead pen. The next day I brought the acetate to class and explained to my students that we would be working on a special project. I reviewed the conjugation of the verb "TO GO" using the textbook and the worksheets. I then placed the acetate on the overhead and explained to the students that we would be using comic strips to review the conjugation of the verb "TO GO" in writing. I demonstrated different techniques on how to draw a comic strip. Also, I gave them a ditto with examples and then asked them to draw their own comic strips with written captions in Spanish. Examples of the captions were given to illustrate how to write them using the verb "to go" in Spanish.

The students were allowed classtime to work on this assignment. They were asked to finish it for homework and bring it back the next day. All students participated and enjoyed this activity. The activity was graded according to the correct conjugation of the verb "TO GO."

This activity proved to be an excellent tool for reviewing purposes because it changed a boring assignment into a creative one where the students had to use their skills and imagination to conjugate a verb.

for.lang.-IV/44(1)
5/2/89

Rosario D. de Greenberg
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Lesson Plan for Spanish I
Beginning Spanish, Eighth Grade
Text: "Churros y Chocolate" Chapter 7

Objectives:

1. To review the conjugation of the verb TO GO (IR)
2. To give practice in using the basic vocabulary already learned.
3. To provide student activities where creativity can be used to practice the verb conjugation of "IR".

Materials Needed:

1. Overhead projector.
2. Teacher-made acetate giving examples of comic strips and verb conjugation of "IR".
3. Teacher-made ditto with examples of comic strips using the conjugation of the verb "TO GO", and blank spaces for students to make their own comic strip.
4. Pencils, crayons, markers, or coloring pencils.
5. "Churros y Chocolate textbook.

Procedure:

1. Introduce the project to the class.
2. Review the conjugation of the verb "TO GO" as found on page 81 of Chapter 7 of "Churros y Chocolate" textbook and workbook page 37.
3. Using the overhead projector and the teacher-made acetate, go over the comic strip technique, demonstrating the steps to be followed.
4. Give out the teacher-made ditto and go over the directions on how to use the conjugation of the verb "TO GO" to write the captions inside the bubbles, as outlined on the overhead acetate.
5. Allow students to work on the activity during class time. The students can use the textbook or get help from a member of their group to write the captions in Spanish.
6. The students can take the activity home to finish it or the teacher can collect and check them at the end of class. The activity should be graded on the basis of how the verb "TO GO" was conjugated. Additional points can be given for creativity.

for.lang.-IV/44(2)
5/5/89

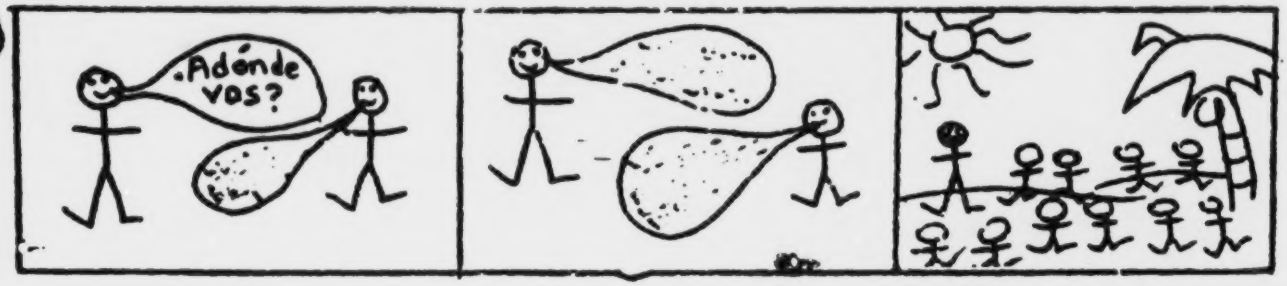
Spanish comic strip

Name: _____ Date: _____

1. Following the directions on the overhead projector, complete each of the comic strips.
2. Remember to use the verb TO GO (IR) to write your captions.
3. Make your own comic strip for part "c" Use your imagination!

a.

b.



c.

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Kathleen A. Matchunis
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

There were many innovative uses of A-V materials presented by Mr. John M. Darcey and Mr. Mark A. Grudzien on the session of 1-21-89. I chose to use a game, the A-V pyramid to review vocabulary and cultural information of Chapter 29 in the text, El Mundo de la Juventud. The three categories chosen for game one were: types of musical instruments (cues: de viento, percusion, de cuerda), tipos de aparatos o equipo musical (microfono, amplificador, tocadisco, casete, etc.), and tipos de la musica latina (cumbia, bolera, salsa, merengue, etc.). Game two consisted of the following categories: los paises de Sudamerica, las capitales de Sudamerica, y los productors de Sudamerica (el cafe, el cuero, las esmeraldas, etc.).

Culturally, we had studied the geography of the countries and capitals of South America. I had an outside speaker come and do a presentation on the distinct cultures of Hispanics. As an activity to assist students to retain this information. I projected an empty, numbered map of South America on a screen. The student then had to number their papers and fill in the corresponding countries and capitals. This activity visually reinforced their knowledge of South American countries and capitals. Students were awarded participation points if they could name one distinctive characteristic of each country.

We finished class with a student slide presentation on Argentina. Not only did the student receive a lot of oral practice presenting her slides in Spanish, but the students in class practiced the target language when they asked her questions about her trip.

As a follow-up activity, the class watched a video the next day on Argentina and volunteered orally cultural differences which they noticed in Spanish. With this approach, the student actively participated rather than passively watched the video.

for.lang.-IV/45(1)
5/2/89

Kathleen A. Matchunis
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Book: El Mundo de la Juventud, Chapter 29

Objectives:

To review types of musical instruments, musical equipment and different types of Latin music as vocabulary items. Culturally, to review the countries, capitals of South America.

Materials:

Overhead projector, slide projector, and VCR (for follow-up activity).

1. Choose two students from volunteers; one to be a clue giver and the other to be the receiver to play Audiovisual Pyramid. The categories will be: types of musical instruments, types of musical equipment, and types of Latin music for the first game. For game two, the categories will be South American countries, South American Capitals, and products from South America. Game three will consist of the three best categories given to me by students.

2. To review the countries and capitals of South America, project an empty, numbered map of South America with the overhead projector. Have students number their papers and fill in the corresponding countries and their capitals.

3. A student who has recently traveled to Argentina will give a slide presentation. Students will ask her questions in Spanish about daily life, customs, and her trip, in general. Give students participation points for each question they ask in Spanish.

4. As a follow-up, the next day, show the Teacher's Discovery Video on Argentina. Give students participation points for each cultural observation which they offer in Spanish.

for.lang.-IV/45(2)
5/2/89

Amy R. Pearlman
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

In their discussion of the role of audio-visual materials in the foreign language classroom, Mr. Darcey and Mr. Grudzien demonstrated various methods of employing high technology in building oral proficiency. They did however stress that if this technology was not readily available that oral skills could also be effectively cultivated through the use of more traditional methods, including cassette tapes, overhead projectors, photographs, props and realia have specific relevance to the target culture. Regardless of the level of technology available, Mr. Darcey and Mr. Grudzien feel that one can assist students in building oral skills by avoiding the use of the native language and instead endeavoring to create direct relationships between visual images of familiar objects or events and the corresponding target language words or speech patterns that describe them.

The following lesson plan uses our most abundant audio-visual resource, the classroom itself, as well as a more hi-tech method, the VCR, to practice the French expressions "Il y a" and "Il n'y a pas de" and to encourage exploration of cultural differences.

for.lang.-IV/46(1)
5/2/89

Amy R. Pearlman
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Beginning French (adaptable to other levels)
Text: Rencontres
Chap. 7, p. 95, Il y a

Objectives:
To identify objects that are and are not present in a particular setting, using the expressions "Il y a" and "Il n'y a pas de". To explore cultural similarities and differences, by comparing our school to a French school.

1. Sponge activity: Give students a list of nouns that identify people and classroom objects with which they are already familiar. Ask them to choose the appropriate indefinite article for each noun. (include masculine, feminine, and plural nouns.)

2. Orally, check sponge activity stressing correct pronunciation of un, une and des, (the indefinite articles.)

3. Stimulate a discussion of what is and is not found in your classroom by first identifying unknown objects with "Qu'est-ce que c'est?" ---- "C'est un _ecran_." and by asking such questions as,
"Est-ce qu'il y a un tableau ici?
-----Oui, il y a un tableau.
-----Ou ca?
-----La-bas.
"Est-ce qu'il y a des eleves ici?"

"Combien d'eleves?" .....

4. After students have carefully explored and discussed their own classroom, show Module 5 of "Ici la France", Vallette-Vallette, or any other visual resource available that depicts French students at school.

Ask such questions as "Qu'est-ce qu'il y a au lycee français?"

Students are generally very curious and will bring up both similarities and differences. After your discussion, ask each student to write a short essay about what he/she has observed.

for.lang.-IV/46(2)
5/2/89

Randee Sue Pellegrino
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

As indicated by the title of this session, the presenters John M. Darcey and Mark A. Grudzien emphasized the multi-media approach to foreign language learning. They reviewed the use of various equipment and gave suggestions for their use in the classroom.

I chose to do a project with my French III classes based on the development of a slide presentation. At the time of this project my classes were awaiting the visit of two French teachers from the Bus Pedagogique. Students were asked to describe part of an American teenager's typical day and illustrate the part of the day described with a slide sequence. The slide sequence was accompanied by a script in French and English which was recorded by the students.

The objectives of this project were multiple:

1. To provide practice and review of vocabulary and verbs.
2. To provide a communicative activity requiring cooperative learning.
3. To allow for discussion of cultural similarities and differences with regard to typical daily activities of French and American teenagers.
4. To provide an activity that would motivate students to read, write, listen and speak.

Students were very excited about completing this project and did the work required willingly and with enthusiasm. They loved being the "Stars" in their own slide show.

I also plan to use the slide presentations produced for other activities, such as:

1. introducing new vocabulary in lower levels
2. sequencing activities where students create a story from a smaller number of slides
3. conversation/discussion stimulus
4. cultural exchange with teachers in France.

for.lang.-IV/47(1)
5/2/89

Randee Sue Pellegrino
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Coral Springs High School
French III
Le Monde des Jeunes

Materials:
Overhead Projector and transparencies
Slide projector
Cassette recorder and cassettes

In anticipation of the visit of the French teachers from the Bus Pedagogique, French III students were asked to describe the typical day of an American high school student.

Objectives:
1. To review vocabulary relating to daily routine.
2. To review verbs in the present tense including reflexive verbs.
3. To provide practice in getting and adding information, reading, writing, sequencing, translating, and correcting.
4. To provide an activity that was motivational and communicative as well as requiring cooperative learning.

Plan:
1. Students were divided into six groups of 3 to 4 students each.
2. Each group was asked to choose the part of the day it wished to describe.
   a. Before school
   b. Morning at school to lunchtime
   c. Lunch to dinner
   d. Dinner and evening
   e. Weekend activities
   f. Work activities
3. Each group was asked to write a minimum of 10-12 sentences in French in the present tense.
4. The best sentences were written on a transparency by a student from each group.
5. Students were asked to find errors and suggest corrections.
6. Students also determined which sentences represented the most typical activities.
7. For homework, a corrected script in French and a translation in English were prepared.
8. Each group was asked to purchase a roll of slide film and to take slides of themselves illustrating the sentences in their script.
9. Students recorded the script in French and in English to accompany the slide presentation.

for.lang.-IV/47(2)
5/2/89

Joanne L. Bottinelli
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

The objective of this activity is to practice listening and writing skills via the use of music. This goal is achieved through the use of a popular rock version of La Bamba, followed by a written cloze exercise.

The students have a high rate of interest in this short-term project because popular music is an important part of their young and active world. Because they like La Bamba, they are highly motivated to better understand the words and meaning of a song they hear frequently. In addition, most teenagers like to sing along with the songs played on the radio. To sing in a language they are actually studying in school would be an accomplishment as well as lots of fun.

The cloze activity towards the end of the exercise forces the students to better their listening skills so that they can write the words they are listening to. The song is quite fast and they must really work hard to fill in the missing words.

This popular song project is a good weekly type of short-term activity. It can be utilized with the large variety of music on the market that is of interest to teenagers. Other songs which also work very well in the classroom are Spanish tapes by David Lee Roth, Sting, and the Miami Sound Machine.

Note that the entire activity can be separated into two or three steps and completed over a period of one or two days if desired.

for.lang.-48(1)
5/2/89

Joanne L. Bottinelli
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Objective: To practice listening and writing skills.

Activity: Use of La Bamba song coupled with a written structured cloze activity.

Preactivity: Class discussion of the popular rock version of La Bamba song by Los Lobos. Bring into the discussion the three variations of La Bamba: the original Mexican folk song, followed by the second popular version by Ritchie Valens, and the third most current rendition by Los Lobos.

During the preactivity discussion, a portion of each of the mentioned song versions can be played so as to better illustrate the similarities and the differences between the three.

Procedure: Play La Bamba by Los Lobos and have the class listen, instructing the students to use their listening skills to understand as much of the song as possible.

When the first playing of the song is finished, have the students relate as many of the verses as they can recall. Write the remembered verses on the chalkboard. Discuss the meaning of the verses.

Pass out a worksheet containing the words to La Bamba. Play the song for a second time, instructing the students to listen and read at the same time.

Review, as a group, the meaning of the words and their significance in the verses.

Collect the worksheets. Hand out a second worksheet containing La Bamba, but in the form of a cloze exercise, with some of the song words missing.

Play the song a final time, instructing the students to fill in all of the blanks by using both their listening skills and their recall from the previous listenings and class discussions.

Postactivity: Have the students sing along with the taped version of Los Lobos' version of La Bamba.

for.lang.-IV/48(2)
5/2/89

La Bamba

Para bailar la Bamba
(In order to dance the Bamba)

Para bailar la Bamba
(In order to dance the Bamba)

Se necesita una poca de gracia
(Is needed a little (bit) of grace)

Se necesita una poca de gracia
(Is needed a little (bit) of grace)

Una poca de gracia
(a little (bit) of grace)

Para mi para ti ay
(For me for you)

Y arriba y arriba
(And up and up)

Y arriba y arriba
(And up and up)

Por ti seré
(For you I will be)

Por ti seré
(For you I will be)

Por ti seré
(For you I will be)

Yo no soy marinero
(I am not a sailor)

Yo no soy marinero
(I am not a sailor)

Soy capitán
(I am the captain)

Soy capitán
(I am the captain)

Soy capitán
(I am the captain)

Bamba Bamba

Bamba Bamba

Bamba Bamba

Bamba

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La Bamba*

P--a b---ar la Bamba
(In order to dance the Bamba)

P--a b---ar la Bamba
(In order to dance the Bamba)

Se nec----- una p--a de g--cia
(Is needed a little (bit) of grace)

Se nec----- una p--a de g--cia
(Is needed a little (bit) of grace)

Una p--a de g--cia
(a little (bit) of grace)

Para m- para t- ay
(For me for you)

Y a----- y a-----
(And up and up)

Y a----- y a-----
(And up and up)

P-- t- seré
(For you I will be)

P-- t- seré
(For you I will be)

P-- t- seré
(For you I will be)

Yo -- --- ---inero
(I am not a sailor)

Yo -- --- ---inero
(I am not a sailor)

Soy ---itán
(I am the captain)

Soy ---itán
(I am the captain)

Soy ---itán
(I am the captain)

B--ba B--ba

B--ba B--ba

Bamba Bamba

Bamba

for.lang.-IV/48(4)
5/2/89

Monika K. Adams
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

Session Iv, conducted by John Darcey, supervisor of foreign languages for the West Hartford, Connecticut, school district, dealt with ideas for integrating the use of audio-visual materials into the curriculum. Various instructional techniques such as films, slides, videotapes, etc. were presented. These had the overall objectives of strengthening listening skills, stimulating oral skill development, and enhancing cultural awareness in the target languages.

The demonstrations by Mr. Darcey and his assistant Mark A. Grudzien, a young Spanish teacher and former student of his, were very interesting and highly conducive to stimulating many creative ideas for classroom teachers. Most of the strategies did not require any long or elaborate preparations. Anybody who might have been apprehensive about using audio-visual equipment and its appendages must have come away from this session more confident and ready for making audio-visual techniques an integral part of his/her daily teaching routine. I certainly was motivated to do so.

I was particularly intrigued by Mark's demonstration of a video from the D. C. Heath Spanish for Mastery program. As Mark pointed out, videos are much more effective teaching tools for fostering cultural awareness in our students. The usual culture notes in textbooks often lack authenticity.

When I got back to school I checked out the video program for the French for Mastery textbook series called "Ici La France." This program consists of two video cassettes with six modules per cassette lasting eight minutes each. The situations depicted on every one of them presents the French people in their day-to-day activities.

Every module can easily be used before, during or after a particular lesson to teach listening, communication and vocabulary skills and to enhance cultural awareness of France and the French people. In addition, the videos turn out to be excellent motivational tools in level one, two, or three French classes.

for.lang.-IV/49(1)
5/2/89

Monika K. Adams
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

French II - Second Year French

(Supplementary to currently used text: Nos Amis)

OBJECTIVES:

1. To present authentic examples of French people in their day-to-day activities.
2. To enhance cultural awareness of France and the French people.
3. To practice listening comprehension skills.
4. To stimulate oral skill development.
5. To review vocabulary and grammar concepts.
6. To motivate students to talk in the target language, especially in proficiency-type situations.

MATERIALS NEEDED:

"Ici La France" video cassettes; television set and VCR; paper, pens, etc.

PROCEDURE:

1. Review core vocabulary and grammar concepts pertaining to the topic (module) to be presented.
2. Establish the context for situation to be viewed (discussion, map, etc.).
3. Ask students to think about questions they would like to have answered by viewing the particular 8-minute segment.
4. Write 4 or 5 of these questions on the board.
5. View the video.
6. Discuss differences and similarities of situations and people viewed in France compared to those in our country.
7. Divide class into groups of 3-4 students each.
8. Assign each group a specific question from the board to be answered and then presented to whole class.
9. Repeat viewing of video instructing students to pay special attention to the dialog phrases used.
10. Ask a group of students to role-play, re-enacting scenes from the video.

(Note: Not all of the above activities have to be completed at each viewing. Use your own judgment as to how many you would like to incorporate into one lesson.)

EVALUATION:

1. Teacher observation.
2. Have every student write down at least one example of each of the following:
   A. What was the same as in our country
   B. What was different
   C. A new vocabulary word or phrase they heard

Ann C. Bacon
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

This participant chose the "oral testing" activity to fulfill the requirements set forth in the syllabus for this course:

1. to provide an audio tool for oral evaluation.
2. to provide a non-threatening environment in which the students can be tested.
3. to evaluate the students oral proficiency on an individual basis.

The target vocabulary words were the "two-way" prepositions (used in the dative case to answer questions pertaining to location) and nouns regarding the outside of the home.

The activity was explained to the class. They were told they would take turns going into the language lab, which is attached to my classroom. There, they would find the "quiz sheet" and a cassette recorder with a cassette already inserted. They were told not to touch any button on the cassette recorder other than the "record" button. The students were to do only what was specified on the "quiz sheet" (see attached).

When all the students had completed the quiz and had returned to the classroom, the picture shown on the "quiz sheet" was put on the overhead projector and we went over the questions and possible answers together.

Later, at my leisure, I listened to the tape and evaluated the students according to pronunciation, use of the proper "two-way" preposition in the dative case, and use of the proper vocabulary. Quite a few students did very well.

The students seemed to enjoy having this type of quiz for a change. They liked the process of going into the lab, the taping, and also the comment they could make at the end of their taping.

for.lang-IV/50(1)
5/2/89

Ann C. Bacon
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Lesson Plan for German 2
Coral Springs High School
Text: Unsere Freunde

OBJECTIVES:

1. to evaluate the use of two-way prepositions in the dative case (answering questions regarding location)
2. to evaluate comprehension of two-way prepositions
3. to evaluate vocabulary comprehension
4. to evaluate pronunciation and oral proficiency
5. to provide an alternative type of quiz

MATERIALS NEEDED:

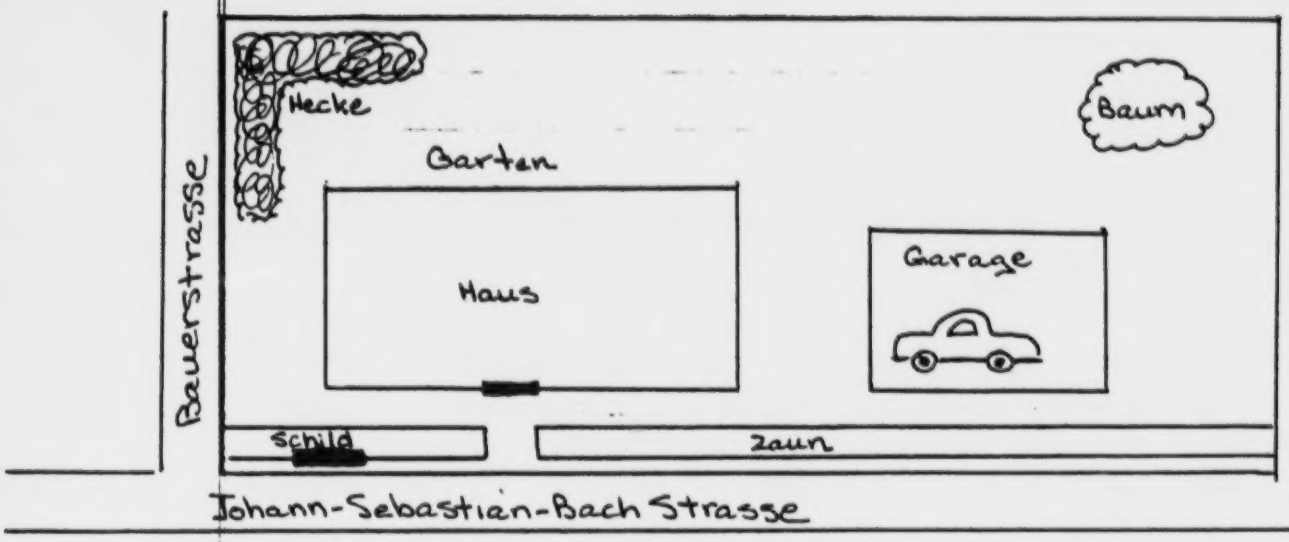
A cassette recorder, one cassette tape, an "oral quiz" sheet (see attached), an overhead projector, a transparency of the "quiz sheet" picture, the textbook: Unsere Freunde, pages 193-197.

PROCEDURE:

1. introduce, drill and review the vocabulary and grammar in the text for two or three days
2. ask questions during these days about where objects and people in various pictures and posters are located
3. tell students they will be having an oral quiz on day three or four
4. on day three or four review the two-way prepositions and vocabulary by asking questions in class
5. explain the "oral quiz" process to the class and begin the process
6. while one student is taking the quiz, the other students can get started on their assignment--draw a floor plan of their bedroom
7. when all the students have completed the "oral quiz", put the "oral quiz' transparency on the overhead projector and discuss possible answers to the quiz questions
8. listen to the tape at a later time and evaluate students' taped responses to determine grades

for.lang.-IV/50(2)
5/2/89

Das Haus



1.) Wie heisst du?
2.) Wo steht das Auto?
3.) Wo hängt das Schild?
4.) Wo ist die Hecke?
5.) Wo ist der Garten?
6.) Wo steht das Haus?

Directions:

- Look over the above questions. Think about how to answer them in complete sentences.
- When you are ready, press the "record" button.
- Answer the questions in complete sentences. Do not read the questions out loud.
- Make one comment to me at the end. (This is optional and may be in English.)
- Press the "stop" button and return to class.

Scarlet Bezugly
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

The lecture given by John Darcey stressed the importance of audio-visual materials to stimulate oral skill development in the foreign language classroom. Techniques were presented for integrating audio-visual materials into the curriculum. As suggested by the lecturer, videotapes can be very effective teaching tools. They can be used to introduce new grammar and vocabulary and to stimulate communication in the target language as well as to introduce cultural material.

The video which accompanies the Spanish for Mastery series entitled "En el Club Hispano" (Modulo 8) was chosen to be shown because of the cultural content as well as for the useful grammatical structures and vocabulary presented. A preliminary discussion of why young people like to go to parties and what they do at parties provided the teacher with the opportunity to introduce key vocabulary needed to understand the video and answer written questions based on the situations presented in the video.

Students were able to answer correctly approximately 60% of the questions the first time they saw the video. After the lesson was studied they again saw the video and were able to answer between 90% to 100% correctly. The fact that the majority of them was able to understand almost everything during the second showing was very motivating to the students as well as to the teacher.

for.lang.-IV/51(1)
5/2/89

Scarlet Bezugly
January 21, 1989

The Role of Audio-Visual Materials in Developing Oral Proficiency

LESSON PLAN

Lesson Plan for Spanish I
Text - Spanish for Mastery I

OBJECTIVES:

1. To introduce new grammar and vocabulary.
2. To model correct pronunciation.
3. To introduce cultural differences.

PROCEDURE:

1. Introduce the video by explaining briefly what students will see.
2. Review vocabulary associated with parties; such as, fiesta, bailar, amigos, cantar y escuchar musica.
3. Introduce key vocabulary necessary for a general understanding of the video; for example, tener ganas, venir, conocer y charlar.
4. Pass out the questionnaire. Explain to students that they are to listen carefully to the video and answer as many questions as possible based on what they see and hear.
5. Collect and score students' papers.

FOLLOW-UP:

After the unit was studied (approximately 8 days later), students again viewed the video and answered the same questions. Students' papers were again collected and scored. The pretest and post-test were returned to the students, so that they could see how much their comprehension of the material had improved.

for.lang.-IV/51(2)
5/2/89

ESPANOL I

NOMBRE_____
FECHA_____

I. Select the correct answer or answers.

1. ¿Quiénes son los miembros del club hispano?
   a. jovenes b. viejos

2. ¿De dónde vienen los miembros?
   a. México d. España
   b. Puerto Rico e. Italia
   c. Cuba f. Francia

3. ¿Para qué vienen los jóvenes al club?
   a. Para conocer a nuevos amigos. d. Para escuchar música.
   b. Para bailar. e. Para estudiar.
   c. Para nadar. f. Para charlar.

II. Answer the following questions about the young people who are introduced on the tape.

1. ¿Cuántos años tiene Dolores Ávila?
   a. veinte b. diez y siete c. diez y ocho

2. ¿De dónde es Dolores?
   a. Puerto Rico b. México c. España

3. ¿A Dolores le gusta el club hispano?
   a. Sí b. No

4. ¿Qué tiene Silvia en el bolso?
   a. Un radio b. Un libro c. Un disco

5. ¿A Silvia le gusta bailar?
   a. Sí b. No

6. ¿De dónde es Ramón?
   a. Cuba b. Argentina c. México

7. ¿Cuántos mexicanos hay en el club?
   a. Unos quince b. Un disco c. Una cincuenta

8. ¿Qué tiene Ramón en la mano?
   a. Un libro b. Un disco c. Una grabadora

9. ¿Qué hay en la caja?
   a. Una grabadora b. Un cuaderno c. Un bolígrafo

10. ¿Qué hay en el garaje?
    a. Un coche grande b. Un coche pequeño

for.lang.-IV/58(3)
5/2/89

SESSION V

Creative Activities for Communication II

Karen Ralston
Foreign Language Consultant
D. C. Heath, Publishing

GOALS

1. Primary goal is to motivate teachers who will in turn motivate students to develop oral/aural skills.

2. Simplify the theory of proficiency-based teaching in order to facilitate implementation by teachers in their classroom.

3. Offer a variety of teaching strategies for communication.

OUTCOMES

Participants will:

1. acquire a bank of practical ideas from which to draw for immediate implementation in the classroom.

2. gain a better understanding of communicative teaching.

3. learn a variety of specific techniques for using Spanish for Mastery and French for Mastery.

tnd8/cbk/for(6)

Gabriel Munoz
February 11, 1989

Creative Activities for Communication II

Though I found this presentation to have a great correlation with the D. C. Heath series, which I do not have, I was able to implement some of the ideas presented by Ms. Ralston.

My purpose for choosing LOTERÍA COMPAÑERO, in particular, was to:

1. Provide a student-centered type of activity.

2. Create and reinforce student interaction in the target language.

3. Stimulate realistic language interaction.

Data needed for this activity was gathered from individual students. Each was asked to write a short paragraph about themselves. The paragraph was to include something about family, hobbies, etc.

After going through individual paragraphs, key items were chosen to represent something unique about the particular student: a dog named "Harry," for example.

A master lotto board was drawn consisting of five vertical and horizontal squares, including a FREE SPACE in the center.

Copies were made for all and distributed.

Students were then given 5 minutes to go around the room and try to find the students who fit the individual clue statements.

All questions had to be in the target language.

As a student gathered a clue, the initials of the person who fit the clue had to be inserted by the student in question.

Students had an absolutely wonderful time with this short, but rewarding activity.

I found that even the students who normally did not feel motivated to use the language, were involved in interacting with others, even if for the sake of "competition."

Though these students did not realize it, they were using the language, and in their own way communicating with others!!

A truly great opening activity to motivate all students.

for.lang.-V/52
5/20/89

Gabriel Munoz
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

LOTERÍA COMPAÑERO

Objectives:
1. To provide a student-centered activity in the target language.
2. To allow one-on-one student interaction, in a realistic language setting.
3. To expand on learned vocabulary.

Materials: one standard bingo sheet, consisting of 5 horizontal and vertical squares.

Procedure:
1. Students are asked to write a paragraph about themselves.
2. Teacher collects paragraphs, and goes over them, picking out a "unique" item or situation about the individual students.
3. On the master the teacher writes in the individual statement, which applies to a particular student. Copies are made for each student.
4. Once distributed, students are asked to go around the room, and try to find out which person has something in common with the statement in the square. All is done in the target language.
5. As a student finds a match for the square, the person matching it will initial the square itself.
6. Students who have collected the most names in 5 minutes are considered winners.

for.lang.-V/52(2)
5/20/89

Patricia S. Freund
February 11, 1989

Creative Activities for Communication II

Ms. Karen Ralston presented a variety of ideas in the last session. Among these were the ten steps to proficiency and an order of learning for the four skills developed in foreign languages. In the latter she mentioned the fact that reading and writing are book-based activities and can, therefore, be accomplished by the language student at home. Listening and speaking should be developed in class.

For my French III class I followed these concepts. For homework on February 13, 1989 my students were instructed to read the indicated pages (81-90) in their textbooks. They were then to study closely the concert ads (p. 58-60) from a previous lesson and the birth and engagement/wedding announcements, A, (p. 82-83). Using these as models the students were to prepare three of their own examples (using their creativity - on a piece of typing paper or construction paper). The following day in class the students were asked to arrange their seats in a circle for a conversation session. I decided to play a French rock music tape - while the students heard the tape they were to pass their concert ads clockwise. When the music stopped they were to keep one ad. We then discussed each ad very briefly - the students were to tell where the concert would take place, who was the musician for the concert, the cost and any other interesting facts. I briefly tested their listening skills by asking questions such as "Which concerts are taking place in Miami?" or "Which concerts costs $12.00?" and so on. The concert ads were then collected by the teacher. Next the student passed the birth ads in a counterclockwise pattern again with the music. When the music stopped the students were asked to present the name and birthplace of the individual in question. They were asked to add one interesting fact mentioned on the birth announcement - e.g., weight, time of birth, etc. Once again the students were questioned by their teacher: "Who was born in ...?" or "Who weighed 8 pounds?". The birth announcements were then collected by the teacher. The third activity involved the engagement/wedding announcement. This time the students were asked to exchange with the person seated to their right. Once again we listened to pertinent information about the announcement. The teacher asked questions one final time. These announcements were then collected. The teacher then assigned follow-up homework for this class session - pp. 88-89 "Ecrivons une lettre". Each student was given either a birth announcement or engagement/marriage announcement and instructed to write a short note to express their congratulations to the families involved.

These activities do provide practice in the four language skills: listening, speaking, reading and writing. They provide variety, move very quickly, and do provide for the development of proficiency. My students really enjoyed them.

for.lang-V/53(1)
5/20/89

Patricia S. Freund
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Lesson Plan: February 14, 1989
French III Advanced: En Realite (D.C. Heath)

(The students in this class have read pp. 81-90 and have designed ads in French for a concert; an announcement of an engagement or marriage; and, a birth announcement.)

1. Student presentations (1-2 minutes) of their concert ads. There was a short discussion after each presentation.

2. Student presentations (1-2 minutes) of the birth announcements. There was a short discussion after each presentation.

3. Student presentations (1-2 minutes) of the marriage/engagement announcements. There was a short discussion after the presentations.

4. Homework: pp. 88-89 "Ecrivons une lettre" The students were asked to write a short note to express their congratulations to the families.

for.lang.-V/53(2)
5/20/89

LE CONSEIL ÉTUDIANT

est fier

de présenter

en concert

à l'auditorium de Cardinal Gibbons

LE 31 janvier 1989

20:00 h

Prix d'entrée : 5.00 adultes
3.50 étudiants

"Ce spectacle est simplement électrisant

Holly Casto
February 11, 1989

Creative Activities for Communication II

Karen Ralston had many good tips and techniques to share. None of them are time-consuming to prepare. All of them that I have tried have been effective in my classroom.

My favorite (and also my students' favorite) is the use of a small "Nerf" ball for oral drill and practice of our material.

Something "magical" happens when I pull the ball out of my desk drawer for a five-minute workout. All of my students want to participate and be included in the "fun". The change in the classroom atmosphere is a very tangible one. The playground code of having fun, doing your best, and helping your teammates seems to take over.

There are only a few rules for this activity:

1. "Heads up" - pay attention
2. Ball may only be thrown back to me - not to another student
3. Students are allowed to answer "No sé" and return the ball to me - but they need to continue to listen because I'll come back to them)
4. Keep your eye on the ball - not on me - you only have to hear me

I have used the ball to drill verb conjugations, vocabulary, and grammar.

For the verb conjugations I identify the verb and tense we are working with and then as I toss the ball I give them the subject of the verb I want them to conjugate.

For the vocabulary drills I have given the English and they give the Spanish word equivalent (not my favorite as I have resorted to English). I prefer to drill what I can by using opposites or in some other manner provide a picture stimulus for their response. The opposites are simple to work with, but the picture stimulus is a bit more difficult to manage.

For the grammar practice I have given them short closed-ended questions to respond to. Having a picture for reference is often helpful here.

> ¿Qué tienen los estudiantes en la foto? (libros, cuadernos, etc.)

A picture is not always necessary:

> ¿Cuántos años tienes? ¿Cuántos años tiene Mark? ¿Cuántos años tienen Mark y tú? etc.

My students have enjoyed our drills with the "little blue ball". I have found it a great warm-up activity at the start of class to review previously introduced material, as a good stimulator in the middle of the class drilling current material, or as a great wrap-up those last difficult five minutes of class. The fast-paced "fun" nature of this activity make it a real "winner".

for.lang-V/54(1)
5/20/89

Holly Casto
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Spanish Level I
Spanish For Mastery - Bienvenidos
Lesson 3.3

Ideas for the "Ball Drill" in this lesson:

With a transparency up for presentation and the text labeled with characters' names, short closed-ended questions could be asked:

¿De dónde son Pietro y Alberto?
¿Son simpáticos? etc.

Present tense forms of the verb "tener" can be drilled by calling out subjects as the ball is tossed to students.

Vocabulary from pages 100-101 can be drilled by:

Giving English and student gives Spanish equivalent
Give adjective in Spanish and student provides its opposite
nuevo - viejo

Drill adjective agreement by having them provide an appropriate form of the adjective you select to work on - or do a totally free response

Los libros son _____.
El coche es _____.
La foto es _____.
Las cintas son _____.

for.lang.-V/54(2)
5/20/89

Barbara Billington
February 11, 1989

Creative Activities for Communication II

Two to three times during the marking period I will announce, "Manana es Salsa." (Salsa days are a result of a play on words and a discussion that was started one day when a student suggested we have time to catch up.) The idea was to set aside a day to finish back assignments, work on notebooks, special assignments due at the end of the marking period, or get extra help. What about those who are right on track? What do they do? - I asked. Of course, someone had the answer. "Don't give them ketchup, give them salsa!" A discussion on what is salsa took place, and the students came to the conclusion that it is more than just a spicy sauce or type of music. They decided it represents the special zest for life characteristic of various Hispanic cultures, and something we needed to add to our Spanish program. How does this relate to the 10 steps to proficiency or some of the techniques for using textbooks and other teaching aids presented in the workshop by Karen Ralston? Karen repeatedly stressed the humanistic, personal approach to teaching. Make the students feel secure, successful, comfortable, and provide activities that have a purpose meaningful to them. Provide incentives. Salsa days do all of these things, because they provide students the opportunity to feel successful in their new language in an unstructured setting where they are not being put on the spot to perform. Whether students are catching up on activities they have missed or not completed, or are getting help from a teacher or their peers, or participating in games or other activities provided for the students who do not need 'ketchup', student-motivated learning is taking place. Karen said three things are essential if meaningful learning is to take place--Make it real.--Don't talk about it - do it--and--Personalize--. I feel that salsa days meet all three of these criteria.

Salsa days are special, so every minute counts. The time must be spent on activities relating to our Spanish program, not catching up on the latest gossip. The first 25 minutes are to be spent catching up on individual activities or assignments, helping your study-buddy, making visuals or other aids to be used by the class, or participating in learning games. The last 15 minutes are to be spent as a group communicating in the target language by playing games, watching skits, watching a video, narrating slides, sings, practicing drills, putting on puppet shows, and by doing any other meaningful activity students have thought up that has been approved by the instructor.

Specific individual and group activities are listed in the attached lesson plan. The * indicates ideas or activities suggested by Karen Ralston. They are the types of activities and ideas that I also feel contribute to a more personalized program of learning. If it is not possible to provide these kinds of experiences on a daily basis, then it is important to "take time out" once in a while to add a little spice--or rather salsa!

for.lang.-V/55(1)
5/20/89

Barbara Billington
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Sp. 902
A.D. Henderson, University Lab School
Text: Nuestros Amigos: Chapter 6

S A L S A

Learning Objectives:

1. To provide time for students to catch-up with activities they have missed or have not completed.
*2. To provide time for study-buddies to communicate in target language.
3. To provide time for special help-teacher and peer tutoring.
4. To participate in learning activities and vocabulary oriented games.
*5. To prepare visual aids or other materials to be used in the program.
*6. To provide the group with opportunity to communicate in the target language through student-oriented and student-directed games or activities.

Materials Needed: textbooks, tape recorder, overhead projector, transparencies for overhead projector, language master machines, cards for language-master machines, marking pencils for overhead projector, pencils, paper, markers, scissors, old magazines or catalogs, paper or "oaktag" for flashcards, Nerf balls.

Salsa I-- First twenty-five minutes are to be spent on individual, partner or small group activities. The first obligation of every student is to see if their study-buddy needs extra help that is possible for the students to give. If they are not required for a conversation or oral homework segment or exercise they have missed, the buddy is allowed to join a small group activity or work on individual projects of his/her own that may not yet be completed.

Individual Projects
1. back assignments
2. notebook
3. quizzes
4. cultural project
5. Reviewing vocabulary on language-master machines
6. Individual help from instructor

Group Projects
1. Vocabulary games--hangman, categories, tic-tac-toe, lotto
*2. Making flashcards for games & drill
*3. Making cards for language master
*4. Working on visuals for new bulletin board
*5. Preparing for today's group Salsa activity

(*Indicates learning objectives and activities suggested by Karen Ralston)

Salsa II: Last 15 minutes of class will be spent on *drill activities using nerf balls and a student-directed game. Today's practice drill concentrates on the "ar" verbs. Class will divide up into four teams with the captain of each team acting as the teacher. Captain will supply pronoun--yo--student, to whom ball is thrown, will supply rest of the construction--hablo--. Class spends 5 minutes on this type of drill. Staying in teams and using the overhead projector, transparencies and markers, students will use the remainder of class period to play "Win, Lose & Draw" in Spanish.

Ann C. Bacon
February 11, 1989

Creative Activities for Communication II

The activity chosen by this participant to meet the requirements set forth in the syllabus for this course was PLAY BALL.

The PLAY BALL activity was used to review the modal verb forms that the German I class has been learning.

The activity was explained to the class after going over the assignment from the previous day. The students were told that they were only to toss the Nerf ball to the teacher.

The teacher held the ball and said a subject and agreeing modal verb form. Then the ball was tossed to a student at random, who, upon catching the ball, repeated the subject and verb said by the teacher. The student repeated the subject and verb once more when he/she tossed the ball back to the teacher.

EXAMPLE: -Teacher (tossing ball to student): "er darf"
-Student (catching ball): "er darf"
-Student (tossing ball to teacher): "er darf"

The above procedure was then repeated with other students and other subjects and verbs.

The PLAY BALL activity was also used for item substitution. The procedure was the same as above, except the teacher, after saying a subject and agreeing modal verb, said a different subject when tossing the ball to the student. The student was to make the modal agree with the new subject. Also, upon getting the ball back from the student, the teacher gave the correct response. This was done in case the response from the student was incorrect.

EXAMPLE: -Teacher (holding the ball) : "ich will"
-Teacher (tossing ball to student): "ihr ..."
-Student (catching ball) : "ihr wollt"
-Student (tossing ball to teacher): "ihr wollt"
-Teacher (receiving ball) : "ihr wollt"

The students were told to say, "Ich weiss nicht.", if they could not respond so as not to lose the rhythm/momentum of the activity.

All six modal verbs which the class had been working on were used in the two PLAY BALL activities. They seemed to like the item substitution activity better. All in all, they were attentive, alert and quite responsive to the PLAY BALL activity.

for.lang.-V/56(1)
5/20/89

Ann C. Bacon
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

German I
Coral Springs High School
Text: Deutsch: Aktuell I

OBJECTIVES: To review/reinforce the forms of the six modal verbs in the present tense.

MATERIALS NEEDED: One Nerf ball

PROCEDURE:

1. Review the modal verb forms and the meanings of the modal verbs by asking questions of random students at the start of class.

2. Go over the homework assigned the previous day (having to do with modal verb agreement).

3. Explain the PLAY BALL activity to the class (point out that the ball may only be thrown back to the teacher).

   - The teacher says a subject and agreeing modal verb. Then the teacher tosses the ball to a student chosen at random.
   - The student catches the ball and repeats the subject and verb said by the teacher.
   - The student tosses the ball back to the teacher, repeating the subject and verb one more time.
   - If the student cannot respond, he/she is to say, "Ich weiss nicht."
   - Repeat the above with a new subject and verb and a different student.

4. Repeat the procedure 3., but change to item substitution.

   - The teacher says a subject and agreeing modal verb. Then, when tossing the ball to a random student, the teacher says a different subject.
   - The student catches the ball and says the new subject and its agreeing form of the verb.
   - The student tosses the ball back to the teacher, repeating the new subject and agreeing verb one more time.
   - If the student cannot respond, he/she is to say, "Ich weiss nicht."
   - The teacher gives the correct response when getting the ball back, in case the student has made an error in his/her response.
   - Repeat the above with a new subject and verb and a different student.

5. Evaluate results with the class.

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5/20/89

Monika K. Adams
February 11, 1989

Creative Activities for Communication II

Session V, conducted by Karen Ralston dealt with the issue of student involvement in the process of learning a foreign language. She emphasized that foreign language acquisition should be looked upon as a skill and as such must be taught like subjects such as band, art, sewing, physical education, chorus, etc. Students learn these skills by "doing". The teacher's role should not be that of "a sage on a stage", but rather that of a "guide on the side."

There appears to be no one right method for teaching foreign languages. It is the final outcome which is most important.

Ms. Ralston then presented us with her list of the "Ten Steps to Proficiency", some basic steps to good teaching. Motivation and a purpose for communicating were part of this list of proficiency steps.

At this time of the school year, February, students are beginning to get weary, interest is waning, and motivation for learning is a low point.

Our current chapter for second year French classes depicts a situation at a Paris airport, where a French boy accompanied by his friend has come to pick up his British pen pal, who is coming for a visit.

To make this chapter more relevant and alive for my students, I designed a lesson around a video showing Paris and its suburbs from a tourist's point of view, a kind of travelogue.

My students loved it. They learned the necessary chapter vocabulary and concepts quickly and with renewed enthusiasm. If possible, they would like to leave for Paris tomorrow, to see the sites, meet the people, and practice their language skills in the proper context.

Karen Ralston aptly called videos the "living textbooks".

for.lang.-V/57(1)
5/24/89

Monika K. Adams
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

FRENCH II Chapter 19 - "Nos Amis"

P A R I S

OBJECTIVES:

1. To provide students with a meaningful context for learning French.
2. To develop interpersonal skills - relating to people in other countries.
3. To provide visual stimulation for vocabulary acquisition.

4. To enhance my students' cultural awareness of Paris, its history, sites, and people.

MATERIALS NEEDED:

A video cassette depicting Paris with the emphasis on points of interest for a foreign visitor; television set and VCR.

PROCEDURE:

1. Discuss Paris, its history, points of interest, etc., with students.
2. Ask each student to think of a particular attraction he would like to see when visiting Paris.
3. List those attractions on the board.
   -Students may list them in their notes.
4. Direct student to watch for French words shown pertaining to our chapter vocabulary.
5. Show video.
6. Discuss Paris history, landmarks, people, customs, etc. seen on video.

EVALUATION:

Ask students to list the following:

1. Any new Paris attraction/sites and historical facts they discovered while viewing the video. (at least 3)
2. Some unusual things they learned about the Parisian people.
3. Any familiar vocabulary words they saw displayed. (at least 5)

(Note: Depending on the length of the video, two days might be needed for this lesson. My video was 40 minutes long and I did use two class periods.)

for.lang.-V/57(2)
5/24/89

Marilyn Olson
February 11, 1989

Creative Activities for Communication II

I found Karen Ralston to be a lively presenter who has many of the same techniques which I use. I also began my teaching career with the ALM approach so I understand exactly her approach. I concur that many of the other ideas which we have been taught during this course of study take hours of preparation. (I have done them and they are extremely time consuming to prepare, however I do realize that eventually I will have a store of games and activities on which to draw.) On the other hand, Mrs. Ralston relies more on the textbook (though at this time I am not using French for Mastery) and I like that approach.

I agree with her idea that homework needs to be rethought for most teachers tend to feel guilty if they do not assign exercises. Yet, what exactly are the students learning? She had some great ideas on how to determine if students are mastering the material, i.e., give a pop quiz, have students practice on the phone with a partner. The bottom line is--do they know the material? How they learn is not important but they should understand and enjoy the learning process.

I liked her analogy that learning a foreign language is a skill akin to that of mastering a music instrument, sewing, typing, etc. From "Day 1" the students need to realize that their success is directly tied to the amount of practice they do on a regular basis.

I thought that her "Ten Steps to Proficiency" were excellent, especially her "chunk" use of the target language, "do it... then talk about it, and use incentives."

Karen has a great sense of humor, is very comfortable with herself and no doubt was a very successful classroom teacher. I'm sure that I would have enjoyed going to her class and I feel confident that mastering some of her techniques will be beneficial to my classroom instruction.

for.lang.-V/58(1)
5/24/89

Rosario D. de Greenberg
February 11, 1989

Creative Activities for Communication II

In our last presentation, Mrs. Karen Ralston discussed the "Ten Steps to Proficiency" which are necessary to follow when studying a foreign language. Among the steps outlined I was most interested in "The Role of Grammar." Mrs. Ralston said that grammar should be taught in such a way that it makes sense to the students. She also said that the children should be involved in the grammar learning process, and that grammar should be taught in a creative way.

One aspect of teaching grammar that Mrs. Ralston discussed was the introduction of new vocabulary. She presented two different approaches to it, both of them involving the use of flashcards. In the first case, the flashcards had a picture, either drawn or cut out of a magazine on the front side, and on that back, it had the word printed in bold letters using markers. The second method was easier. It was done by cutting a folder width-wise to form long flashcards which could be opened and closed. The front part showed the word in Spanish, and as the flashcard was opened, the same word, translated in English, was printed inside.

Since I had just finished one chapter and was ready to start a new one, I decided to try Mrs. Ralston's approach to see if my students could become more involved in the process of learning the new vocabulary. I felt that the first approach would work out better, since middle-school students enjoy cut and paste activities. Before the class took place, I prepared a list of new words for chapter 8.

On the first day of the week I introduced the new words orally. Then I explained to the students that we would be doing a different activity using our new vocabulary words. I told them that each of them would need to choose at least ten words from the list. Their assignment would be to illustrate each word by cutting and pasting pictures from old magazines or by drawing the pictures. The students became very involved in this activity. Although it took a longer period of time than I had expected, most students enjoyed it. At the end of class, each student had a set of flashcards with some of the new vocabulary words.

Mrs. Ralston's suggested activity proved to be very effective for my students. A lot of them told me that having to look for the pictures to illustrate the words helped them to remember the vocabulary better. Even though the activity was time-consuming, the students benefited a great deal from it. They used the flashcards for drill and practice, thus fostering interaction among themselves. The fact that the materials were self-made added an extra dimension to it because the students felt that they were able to produce their own teaching aids.

for.lang.-59(1)
5/24/89

Marilyn Olson
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Text: McGraw-Hill: Rencontres

Objective: To teach the verb avoir, Lecon 5.

1. Students begin to learn avoir in the Vocabulaire section.

2. Drill students on usage of avoir using Dice Game. Two different colors of dice are used--red for subject pronoun; white for object or prepositional phrase.

je	un chien adorable
tu	une grande chambre
il/elle	un appartement a Paris
nous	un copain français
vous	une soeur
ils/elles	un chat noir

3. L'Age.

a. Show students by example that avoir is used to express age.
b. Teacher begins the drill with question: "Quel age avez-vous?" or ...as-tu?
c. Student responds with "J'ai treize (quatorze) ans.
d. Teacher asks class, "Qui a treize (quatorze) ans?
e. Class (or individual) responds: "Marie a treize ans."
f. After practicing with the class, students practice with partners or a group of four so that all get an opportunity to practice 1st, 2nd, and 3rd person.
g. The plural forms can also be practiced in the same fashion.

4. Avoir can further be personalized by first directing questions at the students, i.e.:

Avez-vous un frère? Oui, j'ai un frere. (Non, je n'ai pas de frère.)

Qui a un frère? Jacques a un frere.

When students are comfortable with the response to teacher-directed questions, have them once again work in groups to practice on their own. Teacher should provide a list of nouns (frere, soeur, copain, maison, sandwich, chien, disque, etc.)

5. As an assignment, students can be asked to phone their partners to continue practicing.

6. Give a "pop quiz" the following day to determine whether they have mastered the new verb.

for.lang.-V/59(2)
5/24/89

Rosario D. de Greenberg
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Lesson Plan for Spanish I
Beginning Spanish 8th Grade
Text: "Churros y Chocolate" Chapter 8

Aim:

1. To introduce the new vocabulary words for Chapter 8.
2. To provide the students with an activity which is creative in nature and gives them a self-made set of flash cards for drill and practice.

Materials:

Vocabulary list, index cards, scissors, paste or glue, old magazines, and color markers.

Development:

1. Discuss the project with the class, explaining how, at the end of this activity, they will not only have learned some new vocabulary words, but will also have made a set of flash cards which they will be able to use for drill and practice.
2. Give out the list of words and go over the words orally.
3. Ask students to select the words from the vocabulary list that they want to illustrate.
4. Give out supplies to each student.
5. Allow class time for selection of pictures, cut, and paste. Remind students to write the vocabulary word illustrated on the back of the index card using thick markers.
6. Go around and check students' sets of cards to make sure that the spelling is correct.
7. If time allows, permit students to break into pairs and practice by using the self-made cards for drills.

for.lang.-V/59(2)
5/31/89

Nicole Gumbrill
February 11, 1989

Creative Activities for Communication II

According to Mrs. Karen Ralston, Foreign Language is a skill which is learned through problem-solving and involvement. The teacher is only a guide. In order to develop proficiency in foreign language, there are ten steps Mrs. Ralston suggests following:

1. The teacher should be a proficient teacher.
2. Use of the target language in the classroom.
3. Do it, then talk about it, through T.P.R.
4. Interpersonal skills or interaction between human beings.
5. Keep low anxiety (leads to learning).
6. Risk-taking. Students must know they can make a mistake.
7. Accentuate the positive. Go from the familiar to the unfamiliar.
8. Give incentives.
9. High motivation given by communication with purpose.
10. Role of grammar.

Mrs. Ralston also gave us some guidelines for achieving proficiency in listening, speaking, reading, writing and culture. Those guidelines were based on the use of the videos and cassettes accompanying French for Mastery.

For listening they were: 1. Listening for signals (vocabulary or structure), 2. Listening for facts, 3. Comprehension checks.

For speaking they were: Dubbing and narration, creative expansion, Dialog repetition, personal questions, Jeopardy/Karnak, and interviews and opinions.

The ones for reading were: Using captions, with sound on/off, using tapescript. The writing ones were: dictation, diary, and description. And for culture the guidelines were: observation, expansion and research, cross-cultural studies and cross-discipline studies.

Finally, Mrs. Ralston presented her point of view on homework. As teachers, we should only assign things that have already been covered in class. The homework should be meaningful. There should be a purpose of students to do them (such as the making of flash cards for the vocabulary they are learning). Pop quizzes should be aligned with homework.

for.lang.-V/60(1)
5/31/89

Nicole Gumbrill
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Salut les Amis, Unité II, Leçon 3

OBJECTIVES:

To review countries, adjectives of nationality and languages.
To practice the positive and negative formation of: Il y a un/une/des vs. Il n'y a pas de.

11:00-11:20: Students viewed the video titled "Une Boum Internationale". In the video they were introduced to different young people from different countries. The young people were studying in France and meeting for the first time at this big party. After each introduction, I would stop the video and ask students questions about what they had heard: Où habite ce garçon?/cette fille? Est-il italien? Est-elle americaine? Quelle langue parle-t-il? Et toi, où habites-tu? Etc.---
With this activity, students were able to practice listening and speaking using what they had learned in this lesson.

11:20-11:35 Dictation on the above. Four short sentences were dictated such as: John est américain. Il habite aux Etats-Unis. Il parle anglais et étudie le français. Il danse avec Marie.
Four students were called in turn to the blackboard to write out one of the sentences. Other students could raise their hand if they saw a mistake and would come to correct the mistake(s). The dictation is a good writing activity in which grammar and vocabulary can be reviewed.

11:35-11:50 Play Ball. As I throw the ball to a student, I would give the end of the sentence, in return the students had to give me the beginning that would match.
Ex: I would say: un disque, student catching ball would say: Il y a and throw the ball back at me. After a while and with great fun, the students knew the difference between the positive and the negative formation.

for.lang.-V/60(2)
5/31/89

Kathleen A. Matchunis
February 11, 1989

Creative Activities for Communication II

The ideas presented by Mrs. Karen Ralston in Session V were very motivating and very practical since these activities are not time-consuming to create for the teacher. The activities which I tried with my Spanish III classes were the "Nerf ball" activity, the "Karnak" game, and the "telephone homework" activity.

The first activity which I tried with my Spanish III classes was the "Nerf ball" activity. The purpose of this activity was to practice and review stem-changing verbs. Students actually enjoyed saying the designated verb in the correct form when catching and returning the ball to me.

To review homework answers from the previous night's homework I played the game "Karnak" with my students. I called out the answers to the assigned questions and my students had to volunteer the correct corresponding question. It was a refreshing twist to a dialog question exercise!

To practice conversation, students were paired by academic level (strong students paired with weak students). They were assigned personal question from exercise #41, Chapter 29, which was to be done as homework by telephone. Students asked each other questions from this exercise and recorded each other's responses. The next day in class, students when asked about their partner's responses, converted their answers to the third person singular.

These activities were very well received and enjoyed by all my Spanish III students!

for.lang.-V/61(1)
5/31/89

Kathleen A. Matchunis
February 11, 1989

Creative Activities for Communication II

LESSON PLAN

Text: El Mundo de la Juventud, Chapter 29

Level: Spanish III
Materials needed: "Nerf" ball

Procedure:

1. To review the stem-changing verbs in Chapter 29, use a "Nerf" ball. Throw the ball to various students in class while specifying a particular verb and person. Students then state the verb in the correct person, form, and tense when catching the ball and when throwing it back to me. Practice the present tense first and then preterit tense. (10 min.)

2. To check the answers to the previous night's homework (the answers to questions in exercise #40), play a game called "Karnak". The teacher states the answers and students volunteer the corresponding questions. Students will receive participation points for each correct answer. (15 min.)

3. To practice conversation, exercise #41 was done in pairs by telephone. (Assign partners by pairing weak and academically strong students.) Students must ask each other the questions in exercise #41 and then be able to convert their partner's response to the third person singular when asked to answer the questions for participation points. (10 min.)

4. Check and correct exercises #44-46 and review cardinal numbers (10 min.) Students will be rewarded with participation points.

5. Assign workbook pp. 64-65, exercises #12-14 to reinforce vocabulary and review of cardinal numbers.

for.lang.-V/61(2)
5/31/89

SESSION VI

Motivational Strategies for the Foreign Language Class

Karen Jogan, Ph.D.
Associate Professor of Spanish
Albright College
Reading, Pennsylvania

MOTIVATING STUDENTS TO...READ, LISTEN, SPEAK, AND WRITE IN THE FOREIGN LANGUAGE CLASSROOM

The overall objective of this presentation is to show ways to increase student motivation in the foreign language classroom through incorporation of input-rich, culturally relevant activities developed from authentic source materials, and through the implementation of appropriate classroom management strategies to include these teacher-developed materials in the classroom.

Specifically, the aims are to:

-- present the rationale for motivating students through the use of authentic source materials

-- describe formal and informal sources of materials which teachers can acquire which will help motivate students

-- show teachers how to develop their own classroom activities from materials acquired

-- present enjoyable techniques for developing students' skills in reading, listening, speaking, and writing the target language; sample activities can be easily integrated into the existing curriculum (activities are indicated in program outline)

-- illustrate a variety of classroom management strategies which enhance the quality and quantity of student participation

tnd8/cbk/for(7)

Kathleen A. Matchunis
February 25, 1989

Motivational Strategies for the Foreign Language Class

Many motivational strategies were presented at Dr. Karen Jogan's session, which were motivating, not only to students, but also to teachers. Students who were not normally very enthused become involved and interested in the lineup activity to practice the food-preparation vocabulary as well as logical order of the preparation process.

The students enjoyed working in groups but stayed on task because of the time limit which I set for them (2 min.). Everyone learned his/her step, so that their team could receive participation points. Students had to practice and discuss the order of the steps in the target language in order for them to line up correctly.

The students really enjoyed preparing the guacamole and the ensalada de papa. Some students had never tried these two dishes and, therefore it was a completely new experience for them.

Since two recipes were prepared, two sets of students (a chef and an assistant) were chosen to become kinesthetically involved in the activity of food preparation. Students who have had difficulties in my class learning through traditional methods were called on to participate, and experienced success. Other members of the class were involved by making sure that the chef and the assistant were following directions and quickly corrected them in a non-threatening manner, if they hesitated or were a little confused.

This experience combined both the linguistic and cultural aspects of the target language. It was enjoyable for both my students and me. Students also brought this knowledge home and received points for preparing these recipes for their families.

for.lang.-VIA/73(1)
11/5/89

Kathleen A. Matchunis
February 25, 1989

Motivational Strategies for the Foreign Language Class

El Mundo de la Juventud

Chapter 30, Level III

Objective: To use vocabulary which students have learned from dialogs on the topic of food preparation in a meaningful kinesthetic activity.

Materials: Tape recorder and taped versions of the recipes for guacamole and ensalada de papa, knife, spoon, paper towels, bowl, fork, paper plates, and corn tortilla chips, also all the ingredients for the two recipes (attached).

Procedures: Have students break into groups according to the number of steps in the guacamole recipe. Have the recipe cut up in strips by steps. Each group leader is given an envelope with the strips of paper. Each member chooses a strip and memorizes the step of the recipe which is designated. Students then return the strips to the envelope, line up in order according to their steps, practicing those steps in the target language. Individual students from different groups are then cued by their teacher to recite a particular step to recreate the recipe in order.

Repeat with ensalada de papa recipe.

Clear teacher's desk. Have a pair of students volunteer as chef and sous chef. Play the tape of the recipe's directions and have students prepare guacamole, using the imperative form of all food preparation vocabulary in the directions which have been recorded by a native speaker.

Have students in the class try individual ingredients, if unfamiliar with them, and then the finished product. Have another pair of students repeat the procedure with the ensalada de papa recipe.

for.lang.-VIA/73(2)
11/5/89

Kathleen A. Matchunis
February 25, 1989

Motivational Strategies for the Foreign Language Class

Guacamole Mejicano

1 aguacate grande machacado (maduro)
Jugo de limón
Ajos picaditos (1-2)
½ cebolla picadita
Salsa picante o ½ jalapeño
1-2 jitomates picaditos
sal y pimienta al gusto
lechuga

1. Ablande un aguacate maduro en un plato hondo.
2. Agregue el jugo de medio limón.
3. Pique los ajos.
4. Pique la media cebolla.
5. Anade la salsa picante o medio jalapeño.
6. Pique los jitomates.
7. Añada sal y pimienta al gusto.
8. Mezcle bien todos los ingredientes.
9. Sírvalo sobre hojas de lechuga con tortillas mejicanas fritas.

Buen Aprovecho!

Ensalada de Papa

5 lbs. de papas hervidas
1 taza de salsa francesa
1 taza de cebolla picada
½ taza de pimientos verdes
½ taza de perejil picado
pimentón
lechuga

1. Parta las papas en cuadritos.
2. Anada la salsa francesa.
3. Revuelva y añada los demas ingredientes.
4. Sirva fría sobre hojas de lechuga.
5. Adorne con pimentón o aceitunas para darle color.

Salsa Francesa

¼ taza de aceite
1/3 taza de vinagre
½ cucharadita de sal
¼ cucharadita de pimienta

1. Mezcle todos los ingredientes.
2. Póngala en un envase tapado.
3. Bata la salsa antes de usarla.

for.lang.-VIA/73(3)
11/5/89

Marilyn G. Mugnani
April 1, 1989

Motivational Strategies for the Foreign Language Class

Motivational Strategies

The sixth session of our workshops centered around techniques for motivating students through the use of authentic materials in order to stimulate the "mass" of students to work like "good" students.

Authentic materials use natural and predictable language and have a higher interest appeal than artificially prepared selections. These materials include oral language materials such as interviews and radio broadcasts, published materials (books, newspapers, magazines) and survival type materials (ads, maps, phone books, etc.).

Authentic materials encourage guessing for comprehension and survival. They also can be used to promote all four stages of language acquisition: listening, speaking, reading and writing.

Since we were working on a unit which included a lesson on sports, I decided to use the newspaper sports section for a class activity. I posted several sports sections from the Miami Herald on the bulletin board where the students could skim through them and see the vocabulary from the lesson actually being used. The next day, I gave them a handout from the newspaper (#1) and they worked on picking out the cognates in the article and compiling a list of all they could find. After this, they used dictionaries to look up and list other words necessary to understand the article. They casually translated the article in their groups before going on to the second page which contained the rest of the original article.

It was interesting to note that the students were able to understand the rest of the article without looking up more than four more words, since it contained so many of the cognates and key words they had already used in the first part.

The follow-up homework gave the class additional practice, since they had to scan the article for the information.

for.lang.-VIA/74(1)
11/5/89

Marilyn G. Mugnani
April 1, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Part of review of Unit 6: Lesson 2 - Los Deportes

1. Hand out the work sheet from the Miami Herald Sports Section. Read it to the class aloud, with appropriate vocal emphasis.

2. Have students individually hi-lite or underline the words they recognize. (Both previously learned vocabulary and cognates).

3. Divide the class into groups of five and have each group make a list of all the cognates they have found.

4. Have one group put their cognate list on the board and allow the other groups to add words not already listed.

5. Have each group orally translate the selection using a dictionary to look up the "key" words needed to understand the article, making a list of these words as they work.

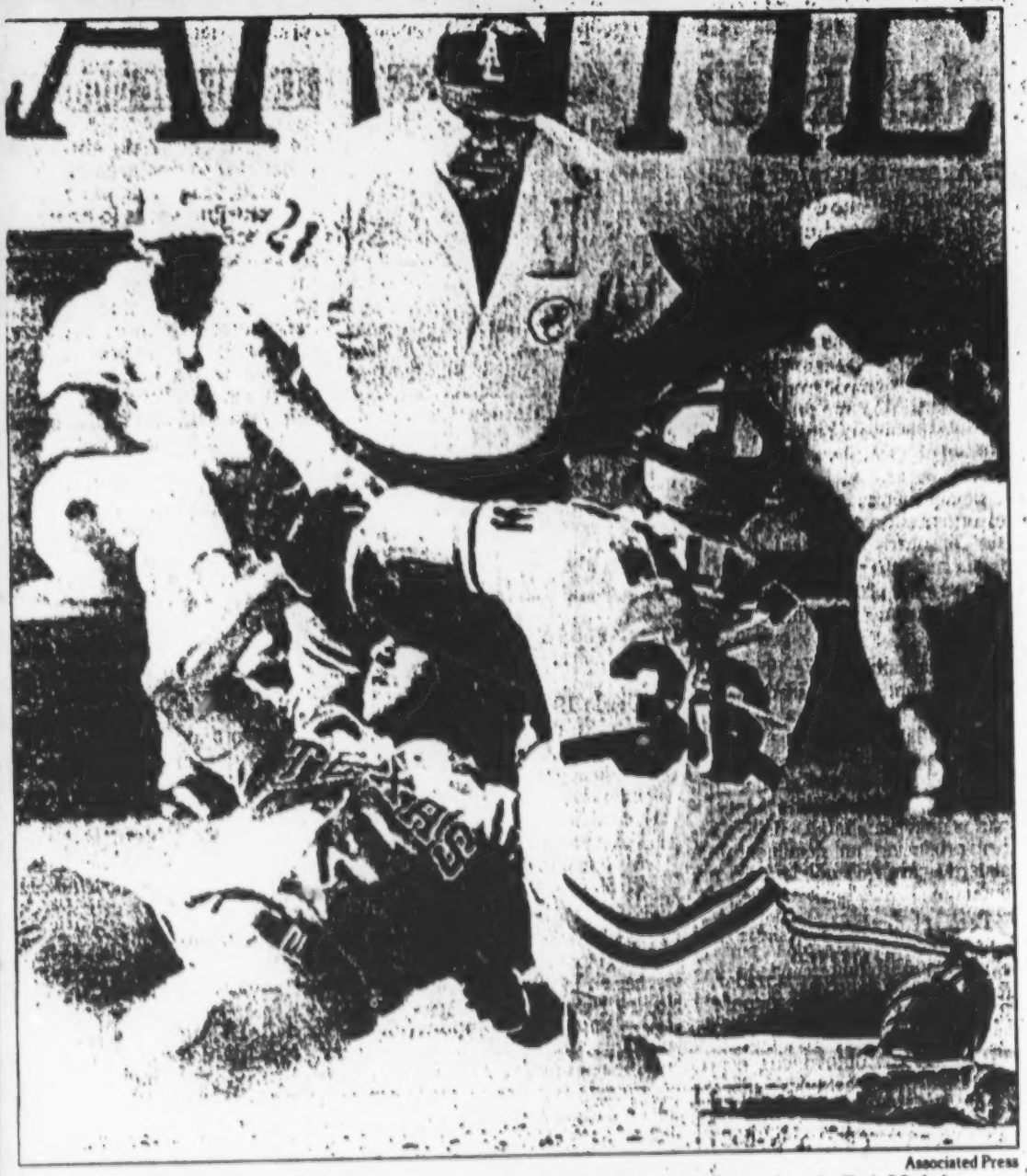
6. Have one group put the "key" word list on the board and ask for other words from the other groups.

7. Pass out the second sheet with the rest of the original article on it and have each group skim through it for general meaning.

8. Ask for volunteers to relate each of the three articles to the class.

9. Homework assignment. Complete the T/F and short answer questions on the second page.

for.lang.-VIA/74(2)
11/5/89



Associated Press

Pete Incaviglia (Rangers) se desliza a salvo en el plato a pesar de la gestión de Bob Melvin

175

Bonilla conecta jonrón y triple

Bradenton — El puertorriqueño Bobby Bonilla conectó un jonrón y un triple para impulsar tres carreras, permitiendo que los Piratas de Pittsburgh vencieran a los Azulejos de Toronto 6-2.

Glenn Wilson se anotó dos hits e impulsó dos carreras. John Cangelossi, el boricua Junior Ortiz y Sammy Khalifa conectaron sendos hits por Pittsburgh.

Wilson tuvo un doble en la primera entrada frente a Jimmy Key, 2-2, quien permitió once hits y seis carreras en seis innings.

Bonilla jonroneó en el quinto, su tercero de la temporada de primavera, para 6-0.

Rangers 14, Orioles 10

Miami — (AP) — Dean Palmer bateó cuatro hits, ayudando a los Rangers de Texas en su victoria sobre los Orioles de Baltimore por 14-10 en el Joe Robbie Stadium.

Los Rangers anotaron cuatro carreras en el primer inning con sencillos impulsadores consecutivos de Pete Incaviglia y Steve Buechele y un elevado de sacrificio de Palmer, después que la primera carrera fuera anotada tras lanzamiento descontrolado.

176

#1

Expos 16, Yankees 8

Fort Lauderdale — (AP) — Rex Hudler bateó tres hits e impulsó tres carreras en juego en que los Expos de Montreal anotaron 10 carreras en el quinto inning, venciendo a los Yankees de Nueva York por 16-8.

Tim Raines, Tim Wallach, el venezolano Andrés Galarraga y Spike Owen también conectaron tres hits cada uno para los Expos, que batearon 24 imparables frente a lanzadores de los Yankees, incluyendo 22 sencillos.

Atléticos 7, Cerveceros 1

Chandler, Arizona — (AP) — Dave Henderson se llevó la cerca dos veces y conectó un sencillo para impulsar dos carreras y dar a los Atléticos de Oakland una victoria de 7-1 sobre los Cerveceros de Milwaukee.

El dominicano Félix José bateó dos sencillos y un triple para los Atléticos y Glenn Hubbard agregó un doble y dos sencillos.

Dodgers 4, Astros 1

Vero Beach — (AP) — El dominicano Alfredo Griffin conectó un par de hits y el lanzador mexicano Fernando Valenzuela trabajó durante cinco innings, ayudando a los Dodgers de Los Angeles a obtener una victoria de 4-1 sobre los Astros de Houston.

El jardinero de los Dodgers Kirk Gibson, que había estado padeciendo de tendonitis en su rodilla derecha, regresó al equipo e impulsó una carrera con un sencillo, robó una base y anotó desde primera con un doble.

Para mañana: Scan the artitles you read in class and answer the questions that are below.

¿SÍ? o ¿No?

1.	Bobby Bonillo es un jugador puertorriqueño.	sí	no
2.	Un jonrón es mejor que un triple.	sí	no
3.	Glenn Wilson impulsó 5 carreras.	sí	no
4.	Bonilla jonroneó en el noveno.	sí	no
5.	La temporada del béisbol es el invierno.	sí	no
6.	Los Expos ganaron a los Yankees 16-8.	sí	no
7.	Los lanzadores de los Yankees son muy buenos.	sí	no
8.	Fernando Valenzuela es lanzador.	sí	no
9.	El tendonitis es un juego.	sí	no
10.	Los Rangers, los Expos, los Cerveceros y los Dodgers son equipos de béisbol.	sí	no

1. ¿De dónde son los Azulejos? _____
2. ¿Cuántas entradas hay en un partido de béisbol? _____
3. ¿De dónde es Andrés Galarraga? _____
4. ¿Quién tuvo un doble frente a Jimmy Key? _____
5. ¿Qué equipo batearon 24 imparables frente a lanzadores de los Yankee? _____
6. ¿Cuándo es la temporada del béisbol? _____

Me llamo _____

Elaine Ziebarth
February 25, 1989

Motivational Strategies for the Foreign Language Class

In Karen Jogan's workshop of February 25, she stressed the importance of encouraging the "critical masses" in the language classroom. By "critical masses," she means those students who are not naturally self-motivated toward learning a foreign language. We, as teachers, must provide them with the positive learning strategies needed to help them achieve this motivation. Many of the motivational strategies discussed in the workshop involved the use of authentic source materials. These materials would include any written or oral items prepared by a native speaker; such as menus, cook books, newspaper ads, interviews, and music. This exposes the students to natural, predictable language, and helps to maintain their interest.

This participant adapted two of the workshop activities involving authentic source materials for use in her classroom. The first was a problem solving activity which focused on language acquisition and cultural awareness. The students were given a photocopy of a dessert menu from a Spanish restaurant. They were then presented with a "logical thinking problem" which they were instructed to discuss with their partner and find the solution from information on the menu.

In the second activity, the students were given a partial transcript of the recipe for pudín de pan (bread pudding). They then completed a dictacloze, by focusing their listening to a tape of a native speaker reading the recipe.

The students not only found these activities enjoyable, but relevant as well. For them, Spanish was taken out of the textbook and put into the realm of everyday life. The use of authentic source materials is a valuable teaching tool which should be used often in the foreign language classroom.

for.lang-VIA/75(1)
11/5/89

Elaine Ziebarth
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Text: Nuestros Amigos: Chapter 7

Objectives:

1. To listen to a problem presented and find its solution by reading a menu in Spanish.
2. The students will listen to a tape of a native speaker describing how to make pudín de pan and will fill in the blanks on their paper with the missing words as they hear them.

Procedure:

Problem Solving:

1. Pass out photocopy of dessert menu from "La Carreta."

2. Present the students with the following problem, and allow them time to discuss it with their partner and find a solution.

   > Three friends go to La Carreta for dessert. José is allergic to dairy products. Luis cannot eat fruit, and Jorge does not like pudding. Find three acceptable desserts for each of them from #1-26 on the menu.

Dictacloze:

1. Give students a partial transcript of the recipe for pudín de pan. Put on the tape of the native speaker reading the recipe. The students fill in the missing words as they are heard.

2. Play the tape again to allow the students to fill in any words they may have missed the first time.

3. Play the tape a third time for checking purposes.

for.lang.-VIA/75(2)
11/5/89

LA CARRETA

RESTAURANT & BAKERY

POSTRES DE LA CASA

36 DELICIOSOS POSTRES HECHOS EN CASA ESPECIALMENTE PARA USTED

	Porcion
1.- FLAN DE LECHE $1.10 ..... Con Coco	$1.50
2.- TOCINILLO DEL CIELO	$1.30
3.- ARROZ CON LECHE	$1.10
4.- NATILLA	$1.10
5.- DULCE DE LAS TRES LECHES	$1.75
6.- PUDIN DE PAN	$1.10
7.- PUDIN DIPLOMATICO	$1.30
8.- BONIATILLO	$1.30
9.- DULCE DE LECHE	$1.30
10.- MAJARETE (Criollo)	$1.30
11.- GELATINA DE FRESA CON FRUTAS	$1.10
12.- TORREJAS EN ALMIBAR	$1.10
13.- TORREJAS CATALANA	$1.30
14.- BRAZO GITANO DE CHOCOLATE RELLENO CON DULCE DE LECHE	$1.50
15.- BRAZO GITANO DE NATA RELLENO	$1.50
16.- KEY LIME PIE (Pie de Limon)	$1.30
17.- CHEESECAKE NATURAL	$1.65
18.- CHEESECAKE DE FRESA FRESCA	$2.00
19.- CHEESECAKE DE GUAYABA	$2.00
20.- CHEESECAKE DE AMARETTO	$2.00
21.- CHEESECAKE DE CHOCOLATE	$2.00
22.- CAKE DE CHOCOLATE	$1.50
23.- CAKE DE CAPUCHINO	$1.30
24.- LASCA DE PANETELA	$.85
25.- PIE DE MANZANA	$1.30
26.- MERENGONES DE LECHE	$1.30

HELADOS

Chocolate, Vainilla, Fresa, Coco, Mamey, Guanabana $1.25

DULCES EN ALMIBAR (Con Queso Crema)

Cascos de Guayaba, Coco, Fruta Bomba $1.75

Elaine Ziebarth
February 25, 1989

Motivational Strategies for the Foreign Language Class

PUDIN DE PAN

½ lb. de pan de leche — 2 tazas de leche

3/4 taza de azucar blanca para el caramelo.

4 huevos
1 tazas azúcar blanca
4 cdas. mantequilla
2 cdas. vino seco

¼ cdta. de nuez moscada
¼ cdta. de canela
½ cdta. de vainilla
½ cdta. extracto de almendras

¼ taza de pasas sin semillas — ½ taza de almendras tostadas
1 cda de harina

Encienda el horno a 350°F. Corte el pan en pedacitos y remójelo en la leche.

Haga el caramelo poniendo el azucar en una cacerolita al fuego revolviendo constantemente hasta que se derrita. Bane con este caramelo un molde con capacidad para 6 tazas.

Beta los huevos con el azúcar, mantequilla derretida y vino seco. Añádales la canela, nuez moscada, vainilla, extracto de almendras, el pan remojado en la leche y las pasas y almendras polvoreadas con la harina. Viértalo todo en el molde y hornéelo al baño de María aproximadamente dos horas o hasta que al introducirle un palillo, salga seco. Déjelo refrescar antes de desmoldarlo. Da 12 reaciones.

for.lang.-VIA/75(3)
11/5/89

Marilyn Olson
February 25, 1989

Motivational Strategies for the Foreign Language Class

Karen Jogan presented us with some excellent motivational ideas through the use of authentic materials. I had the perfect opportunity to pick up some on my recent trip to France over spring break. Imagine my guilt when I "lifted" a volume of the Paris "yellow pages" from the public telephone booth in a Paris restaurant when I went to use the ladies' room. (I didn't realize until I got home that the reason there were two copies was that there are two volumes, so now I'm sorry that I didn't pick up both -- though each one was two inches thick!)
We have been, most recently, studying the various local shops the French like to frequent on their grocery shopping rounds. Since I happened to pick up Volume I, I was able to construct an exercise on shopping at the boucherie, boulangerie/patisserie, and cremerie which are among the shops we were studying, in addition to others which they could easily recognize. I incorporated the addresses of these establishments with their location in the arrondisements and a review of numbers (addresses and phone numbers).

I also liked her idea of using the satellite dishes to pick up French broadcasts of news, sports, music, etc. I plan to ask a student who has a dish if she will tape several programs for me to use in the classroom. Additionally, I am going to ask a native speaker acquaintance of mine to record his recollections of specific holidays, i.e., Christmas, April 1, Bastille Day, etc.

However, by and large, I must say that I found most of Ms. Jogan's ideas to be far too advanced for my beginning/first year students. Also, I must admit that because she gave a number of examples completely in Spanish and my not knowing a word of Spanish caused me to feel frustrated and left out in the dark. I feel that the presenters should be cautioned to give all examples in English due to the fact that we have a variety of languages being taught and not all teachers understand several languages.

Each presenter has given us a variety of new ideas which is the reason why we are taking this course and I feel that this goal is being realized. At times, however, one does tend to feel overwhelmed with all of the innovative things that are being done around the country. I know that these ideas are making me a better teacher.

for.lang.-VIA/76(1)
11/5/89

Marilyn Olson
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

McGraw-Hill French: Rencontres, Part One

Lecon 8 "On fait les courses"

Objective: To expose the students to authentic French materials by having them use selected yellow pages from the Paris phone book to answer questions regarding shopping, addresses, arrondisements, phone numbers. Students will also gain practice in locating the arrondisements of Paris. The exercise is to be done towards the end of Leçon 8 as a review and students may work in pairs.

1. Pass out a packet of selected yellow pages from Volume I of the Paris Annuaire together with prepared questions for each page. Each page deals with a different type of store (magasin). Also give students a map of Paris which includes the arrondisements.

2. Students take turns working out the answers or work together in French.

3. Boulangerie: Regardez l'annonce pour Max Poilane.

   A. Qu'est-ce qu'on achète chez Max Poilane?
   B. Quelle est l'adresse de la boulangerie?
   C. A quelle heure est-ce que la boulangerie ouvre du lundi au vendredi?
   D. A quelle heure ferme-t-elle le samedi?
   E. Quel est le numéro de téléphone?

4. Cafe: Regardez l'annonce pour le Café de la Paix.

   A. En général, où est situé le Café de la Paix?
   B. Quel restaurant a la cuisine gourmande?
   C. Quel restaurant a la cuisine bourgeoise?
   D. Quel est le numéro de téléphone du Café de la Paiz?
   E. Quel est le décor du Restaurant Opéra?

5. Regardez page 407 et repondez aux questions suivantes:

   A. Quelle est l'adresse du Café Tabac Henri IV? Dans quel arrondissement est-ce? Quel musée est situé dans le même arrondissement?
   B. Quelle est l'adresse du Cafe Victor Hugo? Dans quel arrondissement est-ce?

for.lang.-VIA/76(2)
11/5/89

Marilyn Olson
February 25, 1989

Motivational Strategies for the Foreign Language Class

Lesson Plan (cont.)

C. Quel est le numero de téléphone du Caféteria des Champs-Elysées? Quelle est l'adresse? Dans quel arrondissement est-ce?

6. Les marches -- Fruits, legumes: Regardez p. 1197, répondez aux questions suivantes:

A. Quels sont les 3 adresses des marches Aux Quatre Saisons? Lequel est dans le même arrondissement comme la tour Eiffel? Lesquels sont sur la Rive Droite?
B. Trouvez trois marchés qui sont situés dans le premier arrondissement. Quel monument historique est situé dans cet arrondissement?
C. Dans quel arrondissement est le marché des Halles Montmartre? Quel monument historique est situé dans cet arrondisement?

Results: My students were very enthusiastic about using these authentic materials and it made their study of the language "come alive." I made copies of other pages for them to peruse and passed around the directory so that they could page through it on their own.

for.lang.-VIA/76(3)
11/5/89

1035 fruits et légumes
(grossistes et demi-grossistes)

CIARALDI
Grossiste Fruits Primeurs
Légumes en Gros
Restaurants Collectivités

DISPROSOL
HALLES SAINT EUSTACHE
EN DIRECT DE LA PRODUCTION
FRUITS LEGUMES PRIMEURS
AU SERVICE DE LA RESTAURATION
PATISSERIE ET TRAITEURS

1036 fruits et légumes
(expédition et exportation)

1037 fruits, légumes
frais et primeurs (détail)

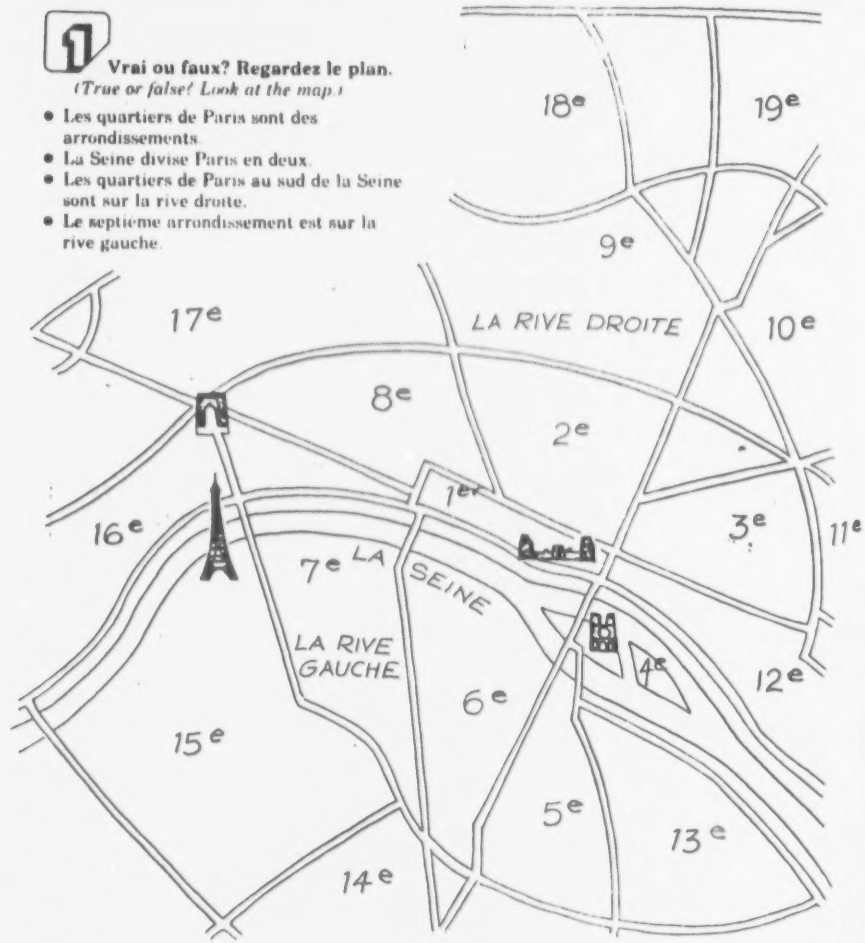
COMTÉ
JURAFLORE
LE MONT D'OR ARNAUD
JURAMORBIER, LAIT CRU
Fromagerie ARNAUD
Avenue de la Gare, BP 33
39800 POLIGNY
84 37 14 23
Médaille d'Or Concours PARIS 1988

VERGER de TOLBIAC
Jean Michel CLAUZADE
fruits - primeurs
légumes - exotiques
corbeilles de fruits
service restaurants
215, r. Tolbiac
75013 PARIS
(1) 45 88 39 71
Verger du Château
des Rentiers
206, r. Château des Rentiers
75013 PARIS
(1) 45 84 70 53
livraison à domicile
qualité - fraicheur

Activités

1 **Vrai ou faux? Regardez le plan.**
(True or false? Look at the map.)

- Les quartiers de Paris sont des arrondissements.
- La Seine divise Paris en deux.
- Les quartiers de Paris au sud de la Seine sont sur la rive droite.
- Le septième arrondissement est sur la rive gauche.



100

BEST COPY AVAILABLE

● Plus... (suite)

DEVINEAU (SA)

BOUGIES TOUS GENRES, CIERGES

281 boulangeries

ARCY SEBA (EARL)

BOULANGERIE POUR COLLECTIVITES

ARCY SEBA

— commandes

— Bureau même adresse

ARNAUDIN Jean-Claude

AS ERIM 49

AUBERT Dominique

AU DESIR DU ROY

AU DESIR DU ROY

AU PAIN DORE (SARL)

BARBEY Louis

BAZIN Jacques

BEAUDET Daniel

BEAUDRON Alain

BEAUVALLET Serge

BEAUVALLET ET JULIEN

BELLIL Sonia

BEN AMMAR Abdelhak

BENNON Jean-Claude

BERGEAU Michel

BERGERON Pierre

BESSY Bernard

BICEY Francine

BICOT Michel

BONNIN (Sté)

BOUCLEANT Adrien

BOUILLON Jean-Paul

BOULANGERIE DE L'ANCIENNE COMEDIE

BOULANGERIE ROPAIN

BOULANGERIE BRANDON

voir annonce même page

BOULANGERIE COUPEAU

Boulangerie Coupeau

QUALITE SERVICE 24H/24

BOULANGERIE PATISSERIE POUR ARTISANS, COLLECTIVITES

GRANDE DISTRIBUTION

BOULANGERIE DESVARD ET CIE

BOULANGERIE MONTMARTROISE

BOULANGERIE PATISSERIE FRANÇOIS 1ER (gérance)

BOULANGERIE PAUL

BOULANGERIE PELLEPORT (Sté)

BOULANGERIE PORLAIN

voir annonce même page

BOULANGERIE PORLAINE

BOULANGERIE DU SIMPLON (S. A. R. L)

BOULANGERIE TUNISIENNE

BOULANGERIE A LA VIERGE

BOURDON Pierre

BRETEL Jean-Paul

BRULAND Jeanine

BULLENCER Ferdinand

CAUDAN François

CHAMBRUN Michel

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CARREFOUR (Le)

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Carmen N. Jaramillo
February 25, 1989

Motivational Strategies for the Foreign Language Class

Dr. Karen Jogan discussed the importance of motivating all of our students effectively so that all would work as efficiently as our good students work.

A good language learning activity helps in the process of developing the following characteristics: 1) it has positive learning strategies where the student finds, sorts, analyzes, classifies and organizes the material; 2) it develops an active approach to the learning task by being involved; 3) it develops an empathy with speakers of foreign language; 4) it develops technical know-how by learning how to pay attention; 5) it develops strategies of experimentation in order to learn to form hypothesis, 6) it makes it possible to learn to search for meaning through context, situation, connotation, 7) it develops a willingness to practice language in real communication, 9) it develops a self-monitoring awareness where they check what they say, and 10) it allows them to learn the use of the foreign language as a separate reference system.

To accomplish this task, a teacher should strive to collect authentic materials. Sources could be materials from magazines and newspapers, radio, television, published materials, contributions from native speakers -- which are usually done by the teacher in the form of an interview and anything else appropriate that is authentic.

In an effort to encourage learning by guessing, there are a series of activities that can help to overcome intimidation and develop positive attitudes. Some of these activities are: 1) oral cloze activities, where you leave out words and the student learns by focusing on filling in the gaps, 2) dictionary usage where the words are presented in different context, 3) seek and search -- you can use newspaper ads with prices, 4) scan -- from the yellow pages of the telephone directory, 5) putting in order -- a recipe, a cartoon, anything with a sequence, 6) labeling, 7) cognates which promote the idea that they already know a lot, 8) matching, 9) strip story, 10) information transfer activity -- read a travel brochure with some specific purpose, 11) blank map with questions to answer and locate on the map, 12) reading activity -- writing headlines, 13) cultural hypothesis -- read for similarities and develop empathy, 14) question formation -- high level inference reading. Read answers, make up questions, learn to read between the lines, etc.

A few of these strategies were used in my lesson plan. First, the students reviewed and studied the vocabulary by working in pairs. Then, the students drew and colored beach vocabulary as presented in exercise 11. The oral cloze exercise that followed contained 10 of these vocabulary words. A list of 14 words was available at the board. The class developed very smoothly and the students learned, enjoyed drawing and were able to use the words with little effort.

for.lang.-VIA/77(1)
11/7/89

Carmen N. Jaramillo
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Spanish 2

Nuestros Amigos, Chapter 21 -- Un domingo en la playa

Objectives:

1. To describe a day at the beach
2. To talk about beach activities

Procedure:

Review vocabulary 1-10 and 11-21. Have students work with each other in pairs.

With closed books, have them listen to cassette for exercise 1 and 11. Open books and read exercise 11.

Have students draw and color exercise 11.

End class with cloze exercise. Read it three times for listening and filling in of the blanks. Have words from which to choose on blackboard.

Pedro nos cuenta todo lo que hizo y vio por la tarde en la playa.

Mientras que Pedro prepara su velero, unos amigos llegan a la _____. Los chicos van a bucear pero Pedro quiere ir a _____ en su velero. En su maletín Pedro trae loción para _____. Su hermanita trae los espejuelos de _____. Los dos traen un _____ de aire. Los amigos traen los trajes de _____ y una careta para bucear. Para acostarse en la arena traen unas _____ de playa. En la orilla unos niñitos hacen _____ de arena y una alegría general parece flotar en la sabrosa _____ que nos refresca a todos. Muchísimas personas pasean por la arena, descalzas o en _____.

colchón	playa	sol	baño
navegar	brisa	brillante	paletas
broncear	castillos	aletas	piedra
sandalias	toalla		

for.lang.-VIA/77(2)
11/8/89

"Los Muchachos traen Muchas cosas a la playa."

Traigo loción para broncear

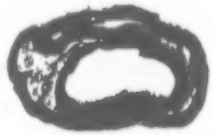
y mi hermana espejuelos de sol

Los dos traemos un colchón de aire

Aletas para nadar

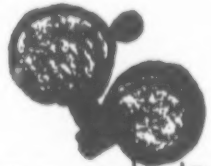
Además, los amigos que vienen con nosotros traen:

los trajes de baño



una careta para bucear

una toalla de playa,



dos paletas y una pelotita

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Jeneset Mateo
Español

Esther A. Heyden
February 5, 1989

Motivational Strategies for the Foreign Language Class

The objective of this presentation was to show some ways to increase student motivation in the foreign language classroom through incorporation of input-rich, culturally relevant activities developed from authentic source materials, and through the implementation of appropriate classroom management strategies.

The rational for motivating students through the use of authentic source materials is "how to make the critical student mass interact like the good students."

Features of good students:

1. Positive learning strategy.
2. Active approach to learning task. Bad learners rely poorly on the teacher.
3. Empathy with speakers of L2. They relate to them.
4. Technical know-how. They know how to pay attention.
5. Strategies of experimentation.
6. Search for meaning.
7. Willingness to practice.
8. Use of L2 in Real Communication.
9. Self-monitoring.
10. Use of L2 as a second reference system.

I incorporated into my lesson plan an "input-rich" listening activity with focus on language Acquisition.

for.lang.-VIA/78(1)
11/9/89

Esther A. Heyden
February 5, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Objective: To improve listening skills through input-rich listening activities.

Focus on Language Acquisition

Activities:

1. The whole class will listen to the recipe on the tape recorder.

2. Two students from the group will follow the steps of the recorded description. They will prepare the "brazo de gitano" (a dessert).

3. The other students will take notes.

4. The students will taste a small piece of the dessert.

Materials:

1. Recording by a native speaker, describing a "how to" process.
2. Ingredients for the "brazo de gitano."

Preparation: Based on the recorded description on the "brazo de gitano" gather items needed to act out the process described.

Homework: The students will make a summary of the "brazo de gitano."

for.lang-VIA/78(2)
11/10/89

BRAZO DE GITANO

(10 a 12 Porciones)

INGREDIENTES

1/2 cucharada de mantequilla para engrasar el molde; 5 huevos; 1/2 taza de azúcar; 1/4 de cucharadita de sal; la corteza entera de 1/4 ó 1/2 limón; 1/2 taza de harina; una receta de Crema Pastelera para rellenar.

PREPARACION

1. Precaliéntese el horno a 350 grados.
2. Con la mantequilla se engrasa una bandeja de metal para hornear de 40 × 30 × 2 1/2 centímetros.
3. En el recipiente de una batidora eléctrica se ponen los huevos, el azúcar, la sal y la corteza de limón. Se bate a alta velocidad por unos 15 minutos.
4. Con movimiento envolvente o a muy baja velocidad, se le mezcla la harina agregada en forma de lluvia.
5. Se vierte la mezcla en la bandeja engrasada y enharinada. Se le sacude ligeramente para nivelar la mezcla. Se mete la bandeja en el horno y se hornea por 15 minutos o hasta dorar y que al introducirle una aguja, ésta salga seca.
6. Sobre una mesa se extiende un paño más grande que la bandeja. Se espolvorea con azúcar. Se voltea la bandeja y se saca el bizcochuelo sobre el azúcar. Inmediatamente se enrolla el bizcochuelo firmemente con el paño y se deja enrollado unos 2 a 3 minutos para darle forma.
7. Se desenrolla y sobre el bizcochuelo se extiende la crema pastelera, formando una capa.
8. Se enrolla nuevamente el bizcochuelo con el relleno. Se espolvorea con azúcar pulverizada por encima y se mete en la nevera hasta el momento de servir.
9. Puede rellenarse también con cualquier tipo de mermelada o jalea que previamente ha sido calentada, si es necesario, con un poquito de agua, para poderla extender con facilidad.

Armando Scannone
Micoci Caracas - Venezuela / 1982

Nicole Cumbrill
February 25, 1989

Motivational Strategies for the Foreign Language Class

On February 25, Mrs. Karen Jogan presented us with motivational strategies for stimulating interest in learning a foreign language and also practiced with us the techniques which create such stimulation.

The key to learning is motivation and the most accurate way of achieving it in the Foreign Language Class is through the use of authentic materials, oral language materials, published materials and survival materials. The above should, of course, be accompanied by the different teaching methods which are student-centered, meaningful and communicative.

When we teach, we should be aware that there are three types of learners: the audio, the visual and the kinesthetic learner. We must be attentive to all three types and create enjoyable activities to motivate them while developing all four learning skills: listening, speaking, reading and writing.

The activity that I chose for my lesson plan includes authentic material (predictable language), oral language material (taped conversation) and survival skills material (a French cookbook): a recipe from Martinique.

My French II students had just finished Chapter 17 in Nos Amis and I thought it was the perfect activity to do in order to focus on cultural awareness and language awareness and language acquisition.

for.lang.-VIA/79(1)
11/10/89

Nicole Cumbrill
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

La cuisine creole: Salde de tomates tricolores.

Objective: To present authentic recipe from Martinique and to improve listening skills through input-rich listening activity.

One student was called to gather the items needed to act out the process described on recorded tape made by native speaker. Then, in turn, students would come and act out what was heard.

Comment préparer une salade de tomates tricolores.

Les ustensils: un couteau, une cuillère, une râpe, un plat

Les ingrédients:

2 gros concombres	du sel
6 grosses tomates	du poivre
6 oeufs durs	1 cuillère de moutarde
5 poivrons verts	des câpres
2 cuillères de vinaigre	de l'ail
4 cuillères d huile	du persil frais

Le procédé: Prenez le concombre, avec le couteau décallotez le sommet et la base, épluchez-le, creusez l'intérieur pour enlever les pépins coupez-le en deux parties dans le sens de la largueur vers le centre. Rapez la pulpe sur sur une râpe de légumes. Parsemez le concombre de sel et laissez-le degorger (c'est à dire rendre son eau). Coupez chaque tomate en tranches sans les séparer.

Coupez en fines rondelles les poivrons épépinés (sans pépins) et les oeufs durs. Intercalez sur votre plat les tranches de tomates, en alternant, les rondelles de poivrons, les oeufs durs et le concombre.

Préparéz une vinaigrette rélevée de moutarde, d câpres et d'ail ecrase.

Assaisonnez la salade avec votre vinaigrette et décorez votre plat avec des fleurettes de persil frais. BON APPETIT!

Follow-up activity: Students had to write a paragraph of the process described and compare the preparation of such a salad to an American-style salad, taking into consideration the ingredients, the process and the style.

for.lang.-VIA/79(2)
11/10/89

Nana Chaves
February 25, 1989

Motivational Strategies for the Foreign Language Class

Karen Jogan was, by far, the most outstanding presenter we have seen to date. She really radiated enthusiasm and inspired me to try some new and different approaches to teaching and learning. One of the features of good language learning that Ms. Jogan spoke of was taking an active approach to a learning task. In order for students to take an active approach to learning, they must be exposed - hands, eyes, and mind - to learning centered tasks. If teachers can provide students with tasks that enable total involvement, the students will create their own levels of motivation. this takes a lot of pressure off the teacher to create an artificially motivating atmosphere.

My Spanish II class has been working on uses of the subjunctive with a dependent clause. Our book does not go into commands, but I wanted the students to have this exposure. Following Ms. Jogan's example, I incorporated the commands into a cooking lesson while working on a lesson dealing with foods. I decided to teach the students how to make guacamole because it is fairly easy and can be made in one class period. The students loved this activity so much and they have not only retained the new vocabulary, but also, the knowledge of how to prepare guacamole.

for.lang.-VIA/80(1)
11/11/89

Nana Chaves
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Spanish II
Teaching Commands Via a Cooking Lesson

Procedure:

Day 1
1. Students discussed what commands are and gave several examples in English.
2. I discussed formal commands in Spanish and pointed out how they already knew the forms from our chapters on the subjunctive.
3. Students copied new vocabulary from board.
4. Students took notes while I dictated directions on "Cómo preparar el guacamole." Each step was repeated three times.
5. As students had no questions at the end, I asked who thought they could explain the whole procedure. One third of the class thought they could, so I let a student go back through the directions while the others double-checked their notes.

Day 2
1. Class met in the home economics room and students divided themselves into five groups.
2. Students gathered their utensils and ingredients from the supplies table.
3. Using their notes from the previous day, they made guacamole.

NOTE: I did not hear anyone translating. Students said aloud each step and followed through

Cómo preparar el guacamole:

Vocabulario:	Los utensilios:	Los inredientes:
el aguacate	un cuchillo	1 tomate
la cebolla	un tazón	media cebolla
el cilantro	una cuchara	1 aguacate
la pulpa		un poco de cilantro
el hueso		1 chile
el tazón		el jugo de la mitad de un limón
la mitad		
pedacitos		
cortar		
sacar		
poner		
picar		
estrujar		
revolver		
aprovechar		

for.lang.-VIA/80(2); 11/11/89

Nana Chaves
February 25, 1989

Motivational Strategies for the Foreign Language Class

Lesson Plan (cont.)

El proceso:

Corte el aguacate con el cuchillo
Saque el hueso
Saque la pulpa y ponga la pulpa en el tazón
Corte el tomate en pedacitos
Ponga el tomate en el tazón con la pulpa
Pele la cebolla
Corte la cebolla en pedacitos
Ponga la cebolla picada en el tazón
Corte el chile en pedacitos
Ponga el chile en el tazón
Pique el cilantro
Ponga el cilantro en el tazón
Estruje el jugo del limón y ponga eso en el tazón también
Revuelva todo junto
Sirva el guacamole con tostaditos de maíz
¡Qué aprovenchen!

These directions are very simplistic and repetitious, but it enabled the students to work on their own and gave them a real sense of accomplishment.

for.lang.-VIA/80(3)
11/11/89

Holly Casto
February 25, 1989

Motivational Strategies for the Foreign Language Class

Many stimulating ideas and suggestions for motivating students to better master a second language were shared by Dr. Jogan. For this report, I have chosen to present her idea of the "strip story."

The "strip story" activity consists of a short narrative that has a logical sequence of events. It can be teacher-prepared or be something such as a recipe. The narrative is cut up into individual statements. The students are grouped by the total number of statements (5 to 6 statements seems to be best for my levels 1 and 2 classes), and each student is given a statement. Their task is to memorize their own statement and then properly order (sequence) all of the statements in their group. The students then stand up in sequence and recite their narratives. (Out of a class of approximately 25, there will be four groups to recite.) (I give all groups the same narrative.) After all of the groups have recited, we determine if there were any major discrepancies with any of the sequences heard and corrections are made.

The next step is to have the group write an original narrative similar to the one they were just given and then those are shared with the rest of the class, orally. I do circle grammatical problems as I circulate among the groups and they correct them before sharing orally.

My students have had a lot of fun with these and the discussions have been lively! A friendly sense of competition has arisen between the different groups. They pride themselves on the originality of their group compositions as well as their accuracy and speed.

for.lang.-VIA/81(1)
11/11/89

Holly Casto
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Spanish I
Bienvenidos

Narrative for lesson 3.4:

Me gusta much bailar.
Siempre tengo ganas de bailar.
Pero hoy no bailo.
Tengo que estudiar para la clase de espanol
Mi profesora es muy estricta y tenemos examen manana.
Por eso, estudio ahora y no bailo hoy!

Narrative for lesson 4.1:

Llego al colegio a las siete y veinte.
Hablo con mis amigos en el patio.
A las siete y media tengo clase de francés.
Me gusta mi profesor y tengo muchas ganas de hablar francés.
Mañana tenemos examen.
Entonces, tengo que estudiar esta noche.

As you can see, there are some possible variations for the sequencing which is what makes it interesting.

Attached are some of my groups' original compositions that they wrote after doing these narratives.

for.lang.-VIA/81(2)
11/11/89

me gusta viajar

Tengo ganas de viajar a colombia

necesito
~~[illegible]~~ mucho dinero para visitar colombia

Por ESO, necesito trabajar

yo necesito una cámara para sacar fotos también

El Fin

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Kristi Williams & Kim
5th hour

Quiero un coche.
Quiero un coche nuevo.

Pero no tengo.
Por eso no puedo manejar mucho ahora.

Por eso no compro un coche nuevo.
Tengo que ~~comprar~~ comprar un coche viejo.

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Joanne L. Bottinelli
February 25,1989

Motivational Strategies for the Foreign Language Class

The objective of this activity is to improve listening and writing skills, in addition to reinforcement of both comprehension and speaking skills. Of course the vocabulary and sentence structure used are also practiced and reinforced.

Even though the teacher must prepare the verb list with its related definitions, plus the Loteria grid, the time needed for that preparation is minimal. The end result is worth the effort put forth, as the students thoroughly enjoy playing the game, even one that helps them to learn!

The follow-up activity allows the students to be as creative as they can. They are only limited by their imagination. And because they are the creators, their motivation is very high. Thus, they learn while having fun. How much more effective is this method than simply memorizing verb definitions!

for.lang.-VIA/82(1)
11/11/89

Joanne L. Bottinelli
February 25,1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Objective: To improve listening and writing skills in addition to reinforcement of both comprehension and speaking skills. This objective is accomplished while the student continues to reinforce his knowledge of the vocabulary and sentence structure in the target language.

Preactivity: Review, orally, the AR verbs: visitar, viajar, sacar, llevar, llegar, estudiar, tocar, ensenar, nadar, buscar, esperar, invitar, tomar, mirar, trabajar, ganar, hablar, cantar, bailar.

Procedure:

1. Hand out a blank loteria grid.

2. Have students randomly number the sixteen boxes in the spaces provided, using the numbers one through sixteen.

3. To start the Loteria game, the teacher calls out the number of the verb definition she is going to read, and proceeds to read that definition.

4. If a student can determine which verb the teacher is describing, he writes that verb infinitive in the box with the number that had been indicated by the teacher.

5. The students write in each verb infinitive as the teacher reads the verb definition. To win the game, four boxes must be filled in with the infinitive. A winning row can be vertical, horizontal, or diagonal.

6. The teacher continues to read the various definitions that have been listed until one of the students wins.

7. When a student wins, and calls out "Loteria!," he must look at his four verb infinitives and explain in the target language a definition as close to the teacher's as he can remember.

8. Extra credit points can be given to the winner.

Post activity: Have groups of four students each prepare a Loteria game for the following week, using teacher selected categories. For example: foods, clothing, colors, persons, places, animals, etc.

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G	A	N	O

G	A	N	O

G	A	N	O

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G	A	N	O

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Barbara L. Billington
February 25, 1989

Motivational Strategies for the Foreign Language Class

Ways to increase student motivation in the foreign language classroom were presented by Karen Jogan, Ph.D., Associate Professor of Spanish at Albright College, Reading, Pa. Dr. Jogan described formal and informal sources of materials which teachers can acquire which will help motivate students. She also gave suggestions on how teachers can develop their own classroom activities from materials they have acquired, and presented several techniques for developing students' skills in reading, listening, speaking, and writing the target language.

In her discussion on motivating the critical mass, Dr. Jogan referred to the ten features of Good Language Learning as outlined by H.H. Stern. They are as follows:

1. Positive learning strategies
2. Active approach to learning task
3. Empathy with speakers of target language
4. Technical Know-how
5. Strategies of experimentation
6. Search for meaning
7. Willingness to do homework
8. Use of second language in real communication
9. Self-monitoring
10. Use of second language as a second reference system.

She also pointed out there are three types of learners--Audio learners, Visual learners and Kinesthetic learners. In order to reach and motivate all three types of learners, we must provide activities that are sound-oriented, sight-oriented and action-oriented. After reviewing the techniques and activities presented in the workshop, the following lesson plan was built around activities that provided practice in sound-symbol correspondence, using contextual clues to provide meaning, listening to directions that result in the completion of tactile experience, and hands-on activities that are sound-, sight- and action-oriented. In this lesson, students will be learning new vocabulary relating to food and the dining-out experience.

Students will be divided into four groups. Each group will be given six vocabulary words printed in Spanish and dictionaries. They will be given five minutes to look up the words. Students will then be given scissors, glue, and old mail-order catalogs. Their next activity is to find a picture that corresponds with the vocabulary word and paste it on the blank side of the card

Barbara L. Billington
February 25, 1989

Motivational Strategies for the Foreign Language Class

(the opposite side the word is written on). Students will be given 10 minutes to complete this activity. Students will then receive blank lotto boards with 25 spaces. They will record or write the six words they have prepared in their group on their lotto boards. They are to write them in random order. They will exchange their word-picture cards with each group and continue to write down in random order all 24 words. Before each group begins writing down the words, they will receive a tape recorder and a cassette on which are recorded the words they are writing down. Thus, they are seeing and reading the word, hearing the word and looking at a picture of the word. At the end of the lesson, cards with vocabulary words and pictures will be distributed to individual students. The teacher will call out the vocabulary word and the student holding the picture-word card will go to a display table where the item is located and point to it or hold it up. Say its name and, if possible, what it is used for. For example, salad plate--the student would say, "Es un platillo. Es un plato pequeño para ensalada. Es un platillo para ensalada." Remaining students will find it on their card, mark it, and repeat the word with the student and the teacher. Those students who get a lotto during the vocabulary practice will come forward and identify each object that made them a winner on their cards, and if they can do it correctly, receive an invitation to a dining experience that will take place in a following lesson.

for.lang.-VIA/83(2)
11/12/89

Barbara L. Billington
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Sp.902
A.D. Henderson University Lab School
Text: Nuestros Amigos: Chapter 7

Learning Objectives:

1. To provide prctice in listening skills specifically
   a. sound symbol correspondance and
   b. using contextual clues to provide meaning
2. To provide hands-on types of activities that are sound, sight, and action-oriented
3. To use teacher and student-made source materials that will hopefully motivate students in vocabulary acquisition.

Materials Needed: tape recorders, cassettes with vocabulary words and their definitions, dictionaries, flashcards with Spanish words on one side and blank on the other side, mail order catalogs, scissors, paste, blank lotto boards, a display table whith actual items listed below: la mesa, las sillas, la servilleta, el pimentero, el salero, el azucarero, la cremera, la cafetera, la tetera, la taza, el vaso, la copa, el platillo, el plato, el tenedor, el cuchillo, la cuchara de sopa, la cucharita, el plato hondo, platillo para ensalada, platillo para el postre, platillo para el pan, el mesero, la mesera, el mantel, el cubierto, (el menú, la cuenta, el resturante). (Words in parentheses are optional for flash cards.)

Procedure: Activities 1, 2, 3

1. Divide students into four groups. Give each group Spanish/English dictionaries and six flashcards. On one side of flashcard is a word in Spanish. The other side is blank.

2. Give students five minutes to look up words and find out their meanings.

3. Hand out scissors, paste, mail-order catalogs to each group and give them 10 minutes to find pictures that correspond with the words. They are to cut out pictures and paste them on the blank side of the flash cares.

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Motivational Strategies for the Foreign Language Class

Lesson Plan (cont.)

4. Hand out blank lotto boards, tapes and tape recorders. They are to listen to the vocabulary words as they are pronounced and a definition is given for each. After hearing the word, they are to find the flashcard that matches the definition and word they have heard. They will write down the word on their lotto papers in random order. When they have finished with all seven words, they will pass the words and corresponding tape onto another group.

5. Students will continue until all words have been recorded on their lotto boards.

6. Students will join as a group and each will take a flashcard for the next activity.

Activities 4, 5

1. As teacher calls out a vocabulary word, student holding that card will come to the front of the room where the display items are located.

2. Student will point to the item or hold it up and describe it, saying its name and what it is for.

3. Classmates will repeat the word, find it on their lotto boards and mark it.

4. When a student gets a (bingo) or lotto on his board as the vocabulary words are being reviewed, student will identify each object that made them a winner on their cards, and receive an invitation to a dining experience that will take place in a following lesson.

for.lang.-VIA/83(4)
11/12/89

Scarlet Bezugly
February 8, 1989

Motivational Strategies for the Foreign Language Class

Karen Jogan's presentation on February 25, dealt with how the teacher can use authentic source materials to develop culturally relevant activities in the foreign language classroom. Strategies for including these teacher-developed materials in the classroom were also demonstrated.

I decided to incorporate Dr. Jogan's strategy of using non-prose reading to develop problem solving skills (seek-and-search excercises) in my lesson plan. Because my Spanish I students have been learning about the Latin American educational system, I chose an advertisement from a Spanish language magazine concerning correspondence courses offered by Modern Schools.

All students actively participated. Students later expressed that they felt a sense of accomplishment because they could read and understand "real" material in Spanish.

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11/12/89

Scarlet Bezugly
February 8, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

Lesson Plan for Spanish I
Text: Spanish for Mastery I

Objectives:

1. To motivate students through the use of authentic source materials.
2. To help students develop problem-solving skills.

Procedure:

1. Copies of an advertisement taken from a Spanish language magazine were given to the students.

2. Students were instructed to read over the material.

3. Students were asked to point out cognates.

4. Students were then asked to guess the meanings of new vocabulary; words such as, dibujo, relojería, corte y confección. (These words were easy for them to deduce because of the accompanying drawings.)

5. Students answered oral questions about the advertisement. The following questions are an example of the type of question asked:

   A. ¿Cómo se llama la escuela?
   B. ¿Puedes estudiar en casa?
   C. ¿Puedes estudiar la electrónica?
   D. ¿Puedes estudiar ingeniería?
   E. ¿Te gustaría estudiar parapsicología e hipnotismo?

6. Students then answer written questions based on the advertisement. (Examples of the questions are included on the following page.)

Follow-up:

The written exercise was collected and corrected. Students were able to answer all of the questions satisfactorily.

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REFRIGERACION (Técnico)

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- BATERIAS-ACUMULADORES (REPARACION)
- BONSAI (ARBOLES ENANOS)
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- LOCUCION (LECCIONES Y CASSETTES)
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- MECANICA DE MOTOCICLETAS
- MECANICA DENTAL (TECNICO DENTAL)
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Scarlet Bezugly
February 8, 1989

Motivational Strategies for the Foreign Language Class

Espanol I

Nombre _____
Fecha _____

Answer the following questions based on the information given in the advertisement.

¿Cómo se llama la escuela?

_____

2. ¿En qué cuidad está la escuela?

_____

3. Haga una lista de diez cursos que ofrecen en la escuela.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. ¿Qué curso te gustaría estudiar?

_____

5. Si no vives en venezuela, ¿adónde envías (send) el cupón?

_____

6. ¿Qué vas a aprender si estudias la electrónica?

_____

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Motivational Strategies for the Foreign Language Class

7. ¿Es el curso de detectivismo para hombres solamente?

_____

8. ¿Qué vas a aprender si estudias el curso de Belleza y peluquería?

_____

9. ¿Cuánto tiempo necesitas para ser experta en Corte y Confección?

_____

10. Llena el cupón con tu nombre y dirección.

_____

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11/15/89

Ann C. Bacon
February 25, 1989

Motivational Strategies for the Foreign Language Class

This participant used the Bingo activity to fulfill the requirements set forth in the syllabus for this course:

1. to provide an opportunity for the "critical mass" of students to practice the skills "good" language learners use.
2. to provide a listening/speaking review activity.

The vocabulary words used for this activity were nouns from throughout the entire German I/II textbook and the categories to which these nouns belong.

After reviewing the vocabulary by scanning the table of contents and discussing the themes of the various chapters, the students were asked to put away their books and get out a piece of paper and a writing utensil.

The students were told to draw a 16 square grid on their paper and to randomly number the squares on the grid in the bottom right-hand corner from 1 through 16. They were told that the squares needed to be large enough for them to write in one word (see last page).

The teacher then wrote 16 words on the blackboard (in this case, the words were category words). The words were <u>not</u> written in any particular order <u>nor</u> were they numbered. (See last page for list.)

Orally, the teacher gave the students a number and three vocabulary words which fit one of the categories on the board. (See last page for clues.)
Example: "Für Number 9: Schlauch, Besen, und Rasensprenger."

The students wrote the category word from the board (in this case, "Gartengeräte") in the box on their grid with the number nine on it.

The first student to fill four boxes in any direction said, "Bingo!" This student then had to read back his winning answers by giving back the clue given by the teacher. (When all three clues given by the teacher couldn't be recalled, the student was allowed to add his/her own as long as it fit the category.)

For homework, the students were to list as many nouns for each category as they could.

The class enjoyed this activity and suggested it as a good vocabulary review activity at the end of each chapter and before final exams.

for.lang.VIA/85(1)
11/24/89

Ann C. Bacon
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

German II
Coral Springs High School
Text: Unsere Freunde

Objectives:

1. To review vocabulary words up to the present chapter.
2. To provide the "critical mass" of students the opportunity
3. To practice the skills "good" language learners use.
4. To provide an activity which involves listening and speaking.

Materials Needed: Unsere Freunde text, blank paper, writing utensils, blackboard and chalk.

Procedure:

1. Have students turn to the table of contents and look at the titles of chapters we have covered.
2. Ask which vocabulary words the students can recall from the various chapters.
3. Call out some vocabulary words and see if the students can recall the chapter they learned them in.
4. Have the students put away their books and get out a piece of paper and a writing utensil.
5. Tell the students to draw a 16-square grid on their paper, leaving enough room in each square for a word. Tell them to write a number from 1 through 16 in the bottom right-hand corner of each square. The numbers should be in random order. (See last page.)
6. Write 16 vocabulary words (categories, in this case) on the board--don't number these words or put them in any particular order. (See last page.)
7. Orally, give a number from 1 through 16 and 3 words which fit in one of the categories on the board.
8. The students, hopefully knowing which category the 3 words they heard belong to, write the correct category word from the board in the square on their grid which has the number they heard.
9. The first student who fills 4 squares in any direction is to say "Bingo!". In order to win, this student must now "read" back his/her winning answers by giving the square number and the clue given orally by the teacher. The rest of the class orally provides the category word from the board which fits the clues.
10. Evaluate results of the activity with the class.

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11/24/89

Ann C. Bacon
February 25, 1989

Motivational Strategies for the Foreign Language Class

Bingo Grid (students number grid randomly)

7	5	8	2
3	1	13	10
14	16	11	15
12	6	4	9

Category Words (on board)/Clue Vocabulary Words (not on board)

Möbel	Tish, Kommode, Sessel
Obst	Apfelsine, Traube, Pfirsich
Schulsport	Schleuderball, Hochsprung, Weitsprung
Gemüse	Erbsem, salat, Karrotten
Tiere	Affe, Schlange, Frosch
Getränke	Spezi, Radlermass, Weisswein
Blumen	Nelke, Vergissmeinicht, Stiefmütterchen
Richtungen	Norder, Osteu, Süden
Fleisch	Schinken, Rindfleisch, Bratwurst
Wetter	Bedeckt, heiter, wolkig
Garteugeräte	Schlauch, Besen, Rasensprenger
Geld	Münze, Schein, Kleingeld
Farben	Gelb, rot, schwarz
Besteck	Gabel, Messer, Löffel
Verkehrsmittel	Zug, U-bahn, Flugzeug
Iusekten	Fliege, Spinne, Wespe

for.lang.VIA/85(3)
11/24/89

Monika K. Adams
February 25, 1989

Motivational Strategies for the Foreign Language Class

In Session VI, Karen Jogan, Associate Professor of Spanish at Albright College in Reading, Pennsylvania, presented a variety of motivational techniques for the foreign language classroom. Her overall objective was to teach us ways of increasing student motivation through the use of authentic source materials. These might include formal materials, such as: newspaper ads, schedules, maps, cookbooks, etc., from the target culture, or informal materials, made and/or collected by teachers, such as: radio broadcasts, music, menus, theater programs, etc., in the target language.

Ms. Jogan stated that teachers in general desire to get the critical mass of their students to do as well as their best students in the class. She based her techniques to accomplish this on "The Ten Features of Good Language Learning" from a study by H.H. Stern, which is a description of learning behaviors observed in our highest achieving foreign language students.

Additionally, she stressed the necessity for teachers to incorporate all learning styles, visual, auditory, and kinesthetic, when designing classroom activities for developing students' listening, speaking, reading, and writing skills.

Authentic materials are excellent tools for the development of the above skills. They heighten student interest and encourage communication in the target language, because they use natural, real-life language and situations.

For my second-year German class, I chose to design an activity based on a page in a magazine given to me by a bank in Southern Germany during one of my trips there. The subject is a report on a contest to pick the best student newspapers in the country. One thousand entries were submitted and the bank awarded eleven top prizes.

I wanted my students to learn how to scan for specific information, learn new vocabulary through context, and to make some inferences and judgments when presented with unfamiliar material while reading in the target language.

Student involvement, interest, and enthusiasm were high during this class activity and the majority of my students achieved the proposed learning objectives.

for.lang.-VIA/86(1)
11/14/89

Monika K. Adams
February 25, 1989

Motivational Strategies for the Foreign Language Class

LESSON PLAN

GERMAN II/III

Objectives:

1. To increase motivation via use of authentic materials.
2. To develop the skill of scanning for specific information while reading in the target language.
3. To teach new vocabulary in context.
4. To help students develop critical reading skills, making inferences and judgments in the target language.

Materials Needed: A copy of German magazine page for each student. Questions in English developed by teacher. Same questions in German for evaluation. (German/English dictionary, optional).

Procedure:

1. Briefly set the context for activity.
2. Give each student a copy of the magazine page and the English questions.
3. Divide the whole class into pairs.
4. Ask students to read the article and answer all of the questions with the help of their partners.
5. Encourage students to add any additional facts, observations, etc., they have discovered while reading.
5. Discuss answers when students have completed the task.

Evaluation: The following day, repeat activity (omit grouping into pair), distributing the German version of the questions to students now requiring them to answer in the target language.

for.lang.VIA/86(2)
11/24/89

Monika K. Adams
February 25, 1989

Motivational Strategies for the Foreign Language Class

QUESTIONS: Schwabish Hall Info

1. How many student newspapers entered the contest?
2. Which school won first place and what is the name of its paper?
3. What school received honorable mention and where is it located?
4. What were some of the prizes awarded?
5. List the items used and/or consumed during the creation of the winning papers (in English!).
6. List at least three titles and their American translation of some of the papers represented.
7. What type of schools were represented in the contest?
8. What positive attributes did the jury mention about these student newspapers?
9. Find at least three different geographical areas of Germany represented.
10. Why were the judges surprised about the quality of the newspapers they received? What were their preconceived ideas?

NOTE: For extra credit, you may add any additional information you have gained from reading this.

for.lang.VIA/86(3)
11/24/89

Monika K. Adams
February 25, 1989

Motivational Strategies for the Foreign Language Class

FRAGEN: Schwabisch Hall Info

1. Wieviele Schülerzeitungen haben am Wettbewerb teilgenommen?
2. Welche Schule hat den 1. Preis gewonnen und wie heisst ihre Zeitung?
3. Welche Schule bekam den Ehrenpreis und wo liegt sie?
4. Was für Preise wurden ausgegeben?
5. Schreib auf, was alles verbraucht wurde, wahrend die Zeitungen zusammengestellt wurden.
6. Schreib mindestens 3 Titel von den Zeitungen auf und übersetze sie ins Englische.
7. Was für Schulen waren an dem Wettbewerb beteiligt?
8. Welche positiven Attribute hat die Jury gefunden?
9. Finde mindestens 3 verschiedene geographische Gegenden aus denen die Zeitungen kamen.
10. Warum war die Jury uberrascht uber die Qualität der Zeitungen? Was hatten sie vorher geglaubt?

for.lang.VIA/86(4)
11/24/89

Schwäbisch Hall INFOS

Super! Das sind die 11 besten Schülerzeitungen

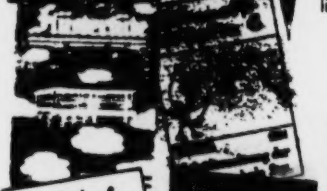
„Das darf doch nicht wahr sein!" sagten die Leute unseres Jugendservice, als Tag für Tag ein Riesenpacken Schülerzeitschriften angeliefert wurden.
In mosaik war gefragt worden: Welche Schule macht die beste Schülerzeitung? 1000 (in Worten tausend) Schülerzeitungen nahmen an dem Wettbewerb teil. Und die Jury kam nicht heraus aus dem Staunen, wie gut, wie witzig, wie informativ und wie professionell teilweise diese Schülerzeitungen gemacht sind. So muffig, wie man immer sagt, geht es demnach an unseren Schulen – Hauptschulen, Realschulen und Gymnasien – gar nicht zu!
Die Jury hatte es nicht leicht, die elf besten auszusuchen. Der Spitzenreiter, „Der Strebergarten" vom Fürst-Johann-Moritz-Gymnasium in Siegen, bekommt von der Bausparkasse Schwäbisch Hall 1000 DM. Die zehn Zweiten erhalten einen Scheck von 300 DM, und je zwei Vertreter der Redaktionen der elf Besten nehmen an einem Profi-Journalisten-Seminar in Stuttgart teil.
30 Solar-Rechner, 50 LPs und 100 Jugendkalender wurden inzwischen an 180 weitere „Preisträger" verschickt. Aber auch die, die keinen Preis bekommen haben, dürfen nicht traurig sein. Bei so vielen Einsendungen und so strengen Maßstäben können einfach nicht alle Gewinner sein. Zum Trost ein Einblick, was die Preisträger zur Herstellung ihres letzten Exemplars des „Strebergartens" verbrauchten:
4 Tuben Spezialkleber, 3 Fläschchen Tippex, 2 Carbon-Schreibmaschinenbänder, 5 (!) Korrekturbänder, 100 ml Tusche, 756 Blatt Papier, 13 Filme, 310 Telefonanrufe, 1729 Kopien, 76 Busfahrten, 3 Satz Nerven, 3 Bleistifte, 57 Liter Kaffee, 12 Packungen Prinzenrollen, 48 Stück Kuchen, 32 Tüten Chips, 1 Kasten Cola, 12 ungemachte Hausaufgaben, 13 Mal Zuspätkommen.

2. Preise:

„Mickyhouse" Michelberg-Gymnasium, 7340 Geislingen/St.

„Aus dem Papierkorb" Volksschule 8343 Triftern

„Flüstertüte" Helmholtz-Gymnasium, 6660 Zweibrücken



„Schweißtröpfle" Heusteigschule (Hauptschule), 7000 Stuttgart

„Zielscheibe" Realschule Hohenlimburg, 5800 Hagen 5

„Der Wecker" Hansa-Gymnasium, 2050 Hamburg 8

„Der Zwicker" Leibnitz-Gymnasium, 2407 Bad Schwartau

„Hydra" Realschule, 6252 Dietz

„Spicker" Hauptschule, 6782 Rodalben

„Pellenz-Komet" Pellenz-Hauptschule, 5472 Plaidt

Einen Ehrenpreis erhält die Deutsche Schule von Valencia/Spanien für ihre Schülerzeitung „Virutas"

1. Preis:

„Strebergarten" Fürst-Johann-Moritz-Gymnasium, 5900 Siegen

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SESSION VII

Culture - Where Do We Begin?

Rodolfo J. Cortina, Ph.D.
Multilingual and Multicultural Center
Florida International University
Miami, Florida

GOALS

To provide the foreign language teacher with a series of techniques for introducing and stimulating an appreciation of the culture(s) of the speakers of the target language, and for promoting cross-cultural understanding.

OBJECTIVES

1. To revisit the role of cultural studies in the foreign language classroom.

2. To review techniques for incorporating cultural studies into the foreign language classroom.

3. To examine materials for teaching/learning about the culture(s) of the speakers of the target language.

4. To learn and apply games and activities that promote cross-cultural understanding.

tnd8/cbk/for(8)

Marilyn Olson
April 1, 1989

Culture in the Foreign Language Classroom

Dr. Cortina left me with the impression that he is an extremely intelligent individual who thoroughly comprehends the culture of the language which he teaches. He presented his topic, "Culture in the Foreign Language Classroom" with a sense of humor.

Dr. Cortina constantly stressed that language and culture must be intertwined. As teachers of a particular language we must become salesmen of that culture in order for the students to effectively learn the language and thus be able to communicate. In other words, it is not enough to know the grammar and pronunciation perfectly, rather cultural anomie is fundamental to establishing a path to determine one's goal in teaching a particular language.

It was interesting to note how Dr. Cortina emphasized that America needs to wake up and have its own 'perestroika", particularly in the emphasis of foreign language learning. He stated that we foreign language teachers are the self-appointed ambassadors to get this message out so that Americans can speak the language of their business clients and not always expect them to speak English.

Dr. Cortina stated that each of us resides in a "linguistic house" and therefore in learning a second language one must learn how to visit that of another culture. The three strata of culture in the order of their authenticity are: Pop Culture which is mass produced and disseminated via television, radio, newspapers, movies; and Elitelore which is generally the culture of the upper class and includes known artisans of the past. Generally the classroom instructor teaches Elitelore because it is the most recognized and approved, however, to be truly authentic and one should also teach Folklore as that gets down to the grass roots of the target language. Methods of teaching Folklore include songs, riddles, jokes, proverbs. Students can be taught how to make up jokes in the target language once they understand the type of humor that particular culture uses: Jewish humor makes one the butt of his own joke, Hispanic humor is often cruel, on the other hand French humor is satirical and manipulative. Once students learn how to joke in another language, they are truly understanding the culture.

In closing, I found Dr. Cortina's ideas refreshing. I had purchased a set of French proverbs years ago and they had merely been gathering dust. I have now dusted them off and am presenting one approximately every other day to my classes. The students find them refreshing and are now asking at the beginning of class if we're going to learn another one today. The pamphlet which accompanies them states, "Proverbs have always been a strange, yet fascinating part of any culture." Thanks to Dr. Cortina, I am now using them with excellent results.

for.lang.-VI/62(1)
6/24/89

Marilyn Olson
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Text: McGraw-Hill: Rencontres

Objective: To teach students the names of countries in French and the corresponding nationality of the people who live there.

Preparation: Introduce the names and correct pronunciation of 20 major countries and the corresponding noun of nationality. Also include the continent on which each country is located for a variation on the game.

Materials: Sets of cards (2½" x 2") are prepared each consisting of the names of the 20 countries in the target language and the corresponding noun-nationality. I suggest having these laminated by the media center for better durability. (Hint: I labeled each set on the reverse side, for example, G-1 refers to Geographie set 1, G-2 etc. which allows for you to get stray cards back in the correct set. I also laminated a set of instructions for each individual set and placed them in a small manila envelope which is labeled.)

Purpose: Students are to match the country to the noun-nationality while using the correct preposition for the country. The winner is the student who gets rid of his/her cards first by correctly matching country and noun-nationality and is able to say his/her pairs correctly.

Play: This game is played like "Go Fish" ("Allez a la peche")

1. Students play in groups of three or four.
2. Five cards are dealt to each player to start game.
3. The remainder are placed in the "Allez a la peche" stack.
4. The students place any pairs they already have in their hands aside--stating out loud, in turn, what matches they have made.
5. The first student begins the game by saying, for example, "Je vais en France pour visiter un Francais." "Avez-vous un Francais?" (The other students need to be listening to the questions so they can learn who has the cards they may need.)
6. The student on his left looks at his cards and gives the requested card if he possesses it or says, "Allez a la peche!" if he does not. The student then picks a card off the stack and if it matches he states, "Je vais en France pour visiter un Francais maintenant."
7. Play continues and the next player has a chance.
8. Play ends when a player is able to empty his hand of cards. He/she gets 10 points for winning plus two points for each pair.
9. The winner is the first student to reach 50 points (or any number which you choose).

Variation: During each turn, students can continue asking for countries and/or noun-nationalities as long as they get matching pairs (this speeds the game along).

Make a set of cards with the shape of each country in the game. Students have to match the country with the correct name.

Students have to tell on which continent their countries are located.

Carmen N. Jaramillo
April 1, 1989

Culture in the Foreign Language Classroom

Dr. R. J. Cortina discussed how important it is for the foreign language teacher to have some goals and objectives that would provide her with a series of techniques for introducing and stimulating an appreciation of the culture of the target language, and also for promoting a cross-culture understanding.

Because textbooks emphasize grammar, structure, and linguistic approach, and are not functional, we have to look at the persons learning, and state the culture you are going to stress specifically for this group of people. An identity has to be established in order to be able to contrast the two cultures, one from their own language and the other from the foreign language.

As teachers we have to be sales persons for the foreign language and we have to learn to sell the right cultural material that will fit our needs and will get the learners to want to learn the difficult structures, mostly because they are interested. The learning of the foreign language will be easier. Culture dictates our morality, or moral sense, our sense of values, our behavior. In the United States many of us do not know who we are or where we are going. To this end introduce and create interests that make them want to learn. Because our behavior is nothing more than organized games, games help in the learning process.

It is important to learn how to find information and how to judge it. These are divergent points of view. You cannot evaluate culture; you develop two judgments, your own judgment and a comparison of it to your own judgment, which turns out to be emotional. There are two rules about culture: 1. the upper middle class of any country prefers the popular culture of another country, and 2. the folklore remains tied to village life--rural or urban, where the city is a collection of villages with a downtown.

The relative value of teaching culture is to go and look to folklore as the most authentic way of teaching culture. Descriptive Linguistics looks at: 1) the lower class because it is the most authentic, and 2) the elite lore which will give you the culture of yesteryears. The popular culture is not as similar, but language is tied down more to the popular culture.

To teach culture we can use sayings and have the students explain what they mean. Use games and proverbs. There are values implied in all of these. Use songs where all participate, but use mostly songs of the lower classes. Also use jokes, for humor is useful. In order to laugh you need to know the conventions and to understand them. To make jokes you have to know the conventional image of the culture and how to change the conventional image in an unexpected manner.

For my lesson plan, I chose to use the song "Alla en el Rancho Grande" a very typical folklore song. The song served as the basis for a cultural discussion and was very well accepted by the students. They enjoyed singing it a lot.

for.lang.-VI/63(1)
6/26/89

Carmen N. Jarmillo
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Spanish 2 - Nuestros Amigos
Unit 22 -- El Santo de Kiko

Objectives:

To learn some new vocabulary
To sing a song that expresses some folklore - "Alla en el Rancho Grande"
To talk about a family celebration in Mexico
To learn about "El Santo"
To learn the imperfect of AR verbs

Basic Materials:

Vocabulary 1-13, p. 234
Cancion "Alla en el Rancho Grande," page 233
Exercise 4, p. 226, reading about El dia del santo.
Exercise 1, p. 226, Celebrando el Santo
Exercises 5 and 6, The imperfect of AR verbs, p. 227

Cultural Awareness:

To learn a popular Mexican song
To learn about a new celebration - El Santo

Development:

Open book to page 233 and read the words to the song.

Discuss new vocabulary: rancho, rancho grande, ranchero, rancherita, calzones, lana, cuero

Listen to cassette with song two or three times (teacher is monotone)

Discuss cultural aspects

Page 234, study vocabulary 1-13 with partners.

Discuss exercise 4, p. 226 - El Santo de Kiko. Discuss cultural aspects.

Listen to exercise 1 with books closed, Do exercise 3, practica oral. Discuss briefly.

With books closed, ask the questions on exercise 2.

Play cassette for exercise 5 and discuss the Imperfect of AR verbs.

Discuss the table on page 227, do exercises 7 and 8 orally and then do them again with a partner.

Homework: Exercises 1-4 in workbook, p. 172-174.

Margaret Vázquez
April 1, 1989

Culture in the Foreign Language Classroom

Culture of Latin American Countries (Primary)

There are many opportunities to introduce cultures of other countries with stories, folk, songs, and dances.

It is very interesting to teach children about a different country, and also could be an enjoyable experience. Through music, children can share the feelings of people at work, family relationships, and the fun children have in other lands.

North American children can learn about the vaquero (cowboy) and how mothers sing their children to sleep. Also, a Latin American tale, could provide a delightful story.

There are also recordings, filmstrips, and films of Latin America that can also be utilized to broaden the experience in the early grades. For a successful primary-grade study of other countries, such as those in Latin American, children should be able to imagine themselves among the children of these countries, sharing their daily activities.

Children also want to learn few words in a language of Latin America: Might be numbers, words, greetings, and words such as please, thank you, and Good morning. I incorporate this to my lesson plan with a large variety of music. The songs and words they learned was a great accomplishment.

for.lang.-VI/64(1)
6/26/89

Margaret Vázquez
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Topic: Culture of Mexico.

Grade: 2nd

Time: 45 minutes (2 classes)

Objectives:

1. Apply activities that promote cultural understanding.
2. Development of habits in a new language.
3. Understand people from a foreign country.
4. Learn to prepare some food as people do in Mexico.

Interest Building: Students will view the filmstrip "Farmers of Mexico" and the book "Rosa," the life of a rural Mexican family.

Procedures:

Dramatize the ways Mexican children might help their parents. Prepare some food as people do in Mexico. Example: Tamales, torillas, frijoles.

Read the story of "Pedro and his Burrito." Talk about what a "Mexican market place" is like and what pesos are. Set up a Mexican market place and go to the market to shop. Children would alternate being shoppers and merchants.

Also, the children would learn the "Mexican Hat Dance." This song is called "La Raspa."

See the filmstrip "People of Mexico." On this filmstrip the students will see a "Fiesta." Make a Piñata, maracas, and sarapes. Have a "Fiesta." Break the pinata. They also can make a bulletin board with the contribution of each student.

At the end of the week they will have a parade. Each child will make a flag of Mexico and be dressed in typical clothes (ponchos, sarapes, etc.).

Evaluation: Slide presentation. Questions about daily life, customs, and festivals. Ask the students at least two ways in which life in Mexico is different from life in the United States, and at least two ways in which it is the same.

for.lang.-VI/64(2)
6/26/89

Ann C. Bacon
April 1, 1989

Culture in the Foreign Language Classroom

Since my German II class recently completed a chapter entitled "Guten Appetit!" which dealt with eating in a German restaurant and because we are planning a trip to a German restaurant, it seemed an opportune time to discuss tipping procedures in Germany.

Each student was given a copy of page 19 from a book entitled, Kulturelle Begegnungen (see top section of third page). After going over the dialog with the class, three students volunteered to act out the scene which was depicted. Then, as a class, we went over the 4 possible reasons given after the dialog (top section of page 3) as to why Ilse left such a small tip. For each possibility discussed I read the comment from the book (see bottom section of page 3).

Most of the students were aware that the tip was included in the bill, but didn't realize that it is common to round off the bill upwards to provide a "little extra".

The class discussion of tipping in a restaurant led us to discuss tipping in other places as well: hotels, pensions, gas stations, taxis, etc. (see fourth page).

for.lang.-VI/65(1)
6/26/89

Ann C. Bacon
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

German II
Coral Springs High School
Text: Unsere Freunde

Objective:

To review restaurant vocabulary
To learn about an aspect of German culture

Materials Needed:

Kulturelle Begegnungen text (pages 19, 66, 70, 54, and 63) and These Strange German Ways text (pages 37, 46, 69-70).

Procedure:

1. Review restaurant terms and vocabulary.
2. Pass out copies of Page 19 from Kulturelle Begegnungen (top section of third page).
3. Go over the dialog with the class.
4. Have three volunteers act out the scene depicted on page 19.
5. Discuss the various possibilities given as to why Ilse didn't leave a good tip.
6. Read comments from Kulturelle Begegnungen given for each possibility.
7. Continue the discussion of tipping as it applies to hotels, pensions, gas stations, taxis, etc.

for.lang.-VI/65(2)
6/26/89

Amy R. Pearlman
April 1, 1989

Culture in the Foreign Language Classroom

Dr. Cortina's presentation on "Culture in the Foreign Language Classroom" emphasized the point that language and culture are inseparable. Any language is a reflector of the culture of its speakers, therefore, a non-native speaker must be aware of the target culture in order to achieve a level of truly successful communication.

How then can we make our students aware of the target culture? First, we must be marketing experts, presenting only the most appealing angles, so that students become so fond of the target culture/language that they inflate its value and for the time being slightly deflate the value of their own customs. This "cultural anomie", or fascination with all things related to the target culture, becomes the impetus for the students' language learning.

The following lesson plan makes use of a favorite pastime of French and American students, "shopping", in order to discuss the relative value of the dollar and franc, and to practice numbers and new vocabulary.

for.lang-VI/66(1)
6/26/89

Amy R. Pearlman
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

French I
Text: Bonjour!
Unite 4, Leçon 1, Au Bon Marché

Objective: To acquire sufficient vocabulary and cultural understanding to shop in a French culture.

Concepts to review: regular -ir verbs, numbers from 1-60, "Qu'est-ce que"

NEW Concepts: Numbers from 60-100, the relative value of the franc to the dollar.

1. Show Module 5, Au Bon Marché, of Ici la France film series.

2. Discuss similarities and differences between shopping in France and shopping in the United States. Discuss relative value of francs to dollars and vice-versa. Identify common vocabulary used in film.

3. Review the verb choisir using an overhead projector.

4. Review numbers 1-60. Introduce numbers 60-100. Have students stand in a circle passing a ball around while counting from 1-100. (For larger classes, break into groups of 8-10 students.)

5. Game: shopping for the best buy. (adaptation of Activité 6, p. 187, Bonjour!)
   On an overhead projector show three versions, different colors and prices, of one item: book, bike, bag or bikini.

   Example: Un sac bleu, 75F, Un sac vert, 85F, Un sac jaune, 95F

   Prepare slips of paper with amounts of money from 65F to 100F.

   Students should buy the most expensive item that they can afford.

   Example: student picks, 78F. Student tells class: J'ai 78F. Class responds: Qu'est-ce que tu choisis? Student: Je choisis le sac bleu, a 75F.

   Break into groups of 7-8 students and give each group a set of prices.

6. Review value of franc versus dollar.

7. Game: Oh là là! C'est cher!!
   Prepare slips of paper each with one "objet courant" from page 102-103, Bonjour!
   Students take turns picking an object and then a price (slips of paper with prices from 1F to 100F.) Class reacts to price. Student: C'est un stylo. Il coûte 50F. Class reacts: Oh là là! C'est cher!

Randee Sue Pellegrino
April 1, 1989

Culture in the Foreign Language Classroom

Dr. Rudolfo Corinta's presentation reiterated the concept that culture is imbedded in language. In order to learn to communicate effectively, students must learn cultural as well as linguistic patterns. They should be able to demonstrate that behaviors of the speakers of the second language logically and systematically fit together.

In H. Ned Seelye's "Goals of cultural instruction" from his book, Teaching Culture, he states that students should demonstrate an ability to ask significant questions and to refine their hypothetical answers. Dr. Cortina also emphasized that hypotheses formation should be preceded by the development of self awareness in the second language learner.

Based on these two concepts I decided to do a group of activities with my French III class related to driving in the United States and in France. These activities were correlated with Chapter 31 in Le Monde des Jeunes. The point of entry into the target culture was one statement made by me in French. "In France, you must be 18 years old in order to have a driver's license." This statement provoked immediate interest and was reinforced by the ethnocentricity of the class. Students were then asked to complete a short survey with regard to themselves and to their driving. Students were asked to hypothesize about answers that French students might give for the same survey. The class tried to verify the hypotheses with information gathered from chapter 31 as well as from three readings from Rencontres Culturelles: "Tu as ton permis?", "On m'a colle!", and "T'es fou et sais pas conduire!". As a final activity, students were asked to evaluate cultural statements by answering a) probably true, b) probably false, or c) I don't know, based on the information they obtained. They were also expected to support their choice with an explanation.

I observed that my students perceived these activities as relevant and interesting to them personally. Consequently, they were motivated to complete the material that was presented.

for.lang.-VI/67(1)
6/27/89

Randee Sue Pellegrino
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Coral Springs High School
French III
Le Monde des Jeunes: Chapter 31

Materials:

Survey on driving
Text
Rencontres Culturelles
Evaluation

Objectives:

1. To provide an activity that will permit students to clarify their own cultural assumptions and expectations with regard to driving.
2. To encourage students to make significant hypotheses about the target culture.
3. To refine hypotheses in order to support or repudiate them.
4. To practice skills in information retrieval.

Plan:

1. Teacher makes statement in French, "In France, you must be 18 years old in order to have a driver's license."
2. Students complete survey regarding their driving attitudes and habits.
3. Students complete the same survey hypothesizing on the responses of a member of the target culture.
4. Students are asked to support or to repudiate their hypotheses by gathering information from materials presented from Le Monde des Jeunes and Recontres Culturelles.
5. Students complete evaluation of cultural statements. Answers must be supported with an explanation based on the information obtained.

for.lang.-VI/67(2)
6/27/89

Holly Casto
April 1, 1989

Culture in the Foreign Language Classroom

Dr. Cortina's session dealt with the critical role of culture in the foreign language classroom. He stated that language learners must have a good sense of "self" and how they relate to others. He supplied us with a "Cultural Attitude Survey" to administer to our students. This survey provides the stimulus to help the students reflect upon themselves.

For this assignment, I chose to explore with my students a Corrido written by a Mexican-American. The art form of the "Corrido" comes from the "folklore" level of culture which Dr. Cortina feels is the most authentic manifestation of any country's culture.

Prior to sharing the Corrido with my students, I ask them to comment aloud on their thoughts concerning Mexican-Americans. Their views were very negative and narrow. Words such as migrants, wet-backs, and illegal aliens were predominant. Menial farm labor seemed the only work my students felt the average Mexican-American was suited for. It was understood that they all live in the shadowy world of illegals who try very hard to forget their past life and cultural heritage.

Next we examined Rumel Fuentes' Corrido entitled Mexico-Americano in which he expresses his good fortune and pride in being of two races and two homelands. I believe it was a revelation for my students to realize how much pride was being transmitted by a Mexican-American about being a part of both cultures. As one of my students so aptly stated, "This guy probably likes hamburgers as much as tacos."

I'm not sure what my students' full impressions of Mexican-Americans were prior to reading and sharing Fuentes' Corrido. But I think it would be fair to say that it was a very negative and limited viewpoint. I hope the pride expressed in the Corrido and our ensuing discussion afforded by students an opportunity to re-think their opinions in the light of the ideas found and the feeling shared by Fuentes.

for.lang.-VI/68(1)
6/27/89

Holly Casto
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Spanish I
Bienvendios
Unit 4 - Lessons 1-4

I am currently in unit 4 of the Bienvenidos text which deals with Mexican culture specifically. I was fortunate to find the Corrido I used in the Spanish for Mastery Level 2 text.

The language of the Corrido is beautifully simple. My students' comprehension was excellent.

I decided to poll my students' for their general impressions of Mexican-Americans before reading the corrido and listening to it on tape. (I had it played on piano and recorded it so we could hear the music that accompanied the words.) After listening to it and making sure everyone understood the ideas of being expressed, we discussed the impressions it made on my students. Many of them had just simply not ever given this any thought before. They made some very interesting comments and asked some good questions.

We wrapped up our discussion by naming some Mexican-Americans who have gained popularity in the United States. Names such as Henry Cisneros (mentioned in our text earlier) and Lee Trevino were talked about.

I hope my students broadened their horizons through this exercise. That was my intention.

for.lang.-VI/68(2)
6/27/89

Nicole Gumbrill
April 1, 1989

Culture in the Foreign Language Classroom

Learning a second language is a patriotic endeavor. We, the teachers, are the ambassadors of foreign culture. We must not divorce language from culture for the love-interest in culture is what makes our students want to communicate. Language conveys culture, that is, language carries a social and cultural message.

According to Dr. Rodolfo Cortina, there are three kinds of culture: the Folklore, the Elitelore and the Popular. The Folklore is the most authentic culture of any country. It contains no myth and it is anonymous.

The Elitelore is culture by performance with names. And the popular is the mass-production culture which responds to needs for certain myths.

With the study of culture, our students should demonstrate an understanding that people act the way they do because they are using options the society allows for satisfying basic physical and psychological needs, and that social variables such as age, sex, social class and place of residence affect the way people speak and behave. They also should demonstrate the ability to make, evaluate, and refine generalities concerning the target culture.

Our job is to motivate our students in order that they demonstrate intellectual curiosity about the target language and empathy toward its people. They finally will reach Culture Anomie.

In my lesson plan, I chose a culture point that the students had already been introduced to in Salut les Amis, concerning language and leisure-time activities: Allons jouer au football.

for.lang.-VI/69(1)
6/27/89

Nicole Gumbrill
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Allons jouer au football

Objectives:

1. Students will read mini-drama with teacher's help.
2. Students will answer the questions de compréhension for the mini-drama.
3. Students will dramatize the dialog in a realistic manner.
4. Students will read the follow-up and answer the follow-up questions in English.

Classtime: One class period

Mini-drama: Didier vient d'arriver aux Etats-Unis de la Martinique pour passer un mois chez une famille américaine. Denver, Colorado.

Peter: Didier, vous aimez les sports?
Didier: Oui, certains sports. J'aime le football.
Peter: Formidable! Moi aussi. Allons jouer un peu. Let's play some catch.
Didier: Parlez français, s'il vous plaît. Je ne comprends pas "play some catch."
Peter: Moi, je vais prendre le ballon dans les mains et je vais vous le lancer.
Didier: Ah, je comprends. Vous parliez du basketball. Je comprends "play catch".
Peter: Non, je parlais toujours du football.
Didier: Mais il ne faut pas toucher le ballon avec les mains quand on joue au football.
Peter: (A lui-même) Didier ne sait pas jouer au football, c'est clair.

Questions de comprehension:

1. D'où vient Didier?
2. Où est-ce que Didier passe un mois?
3. Est-ce que Didier aime les sports?
4. Quel sport aime-t-il?
5. Est-ce que Peter aime le football aussi?
6. Quelle epxression anglaise est-ce que Didier ne comprend pas?
7. Selon Didier, Qu'est-ce qu'il ne faut pas toucher avec les mains?

for.lang.-VI/69(2)
6/27/89

Nicole Gumbrill
4/1/89

Allons jouer au football

Follow-up: Why does Didier say that one is not supposed to touch the football with the hands?

A. What Didier is talking about is called football in France.
B. Didier does not know how to play football.
C. Didier was confusing basketball with football.
D. Didier does not understand English very well.

Follow-up Questions:

1. What do Americans call the sport Didier is referring to?
2. Why is "football" a more accurate name for what we call soccer?
3. Is American football popular in other countries? Is soccer popular in other countries?
4. Do you know any sports which are popular in France or Martinique but not very popular in the United States? Is bicycle racing popular in France?

Homework Assignment: Students would summarize culture point depicted in scenario and turn around the scene showing Peter in France or in Martinique.

for.lang.-VI/69(3)
6/27/89

Monika K. Adams
April 1, 1989

Culture in the Foreign Language Classroom

Dr. Cortina started with the observation that many methodologies to teach foreign languages have been tried over the past few decades, yet overall student performance in communicating in foreign languages has not improved very much.

While searching for the ultimate method, many misguided programs, such as the notional functional approach which is designed to teach students to express themselves in various situations involving the target culture, have sprung up. Our textbooks use this approach, yet there is only limited carry-over from such contrived situational dialogue to the real life situations a student might be faced with.

Including the teaching of culture in the curriculum is but one more of these attempts to improve communicative skills in a foreign language. In many school districts across our country it has become part of the objectives to establish minimum standards for learning foreign languages.

Dr. Cortina is of the opinion that one cannot separate language from culture, the two are completely integrated. The objective should be to achieve cross-cultural understanding, a skill the student needs for developing an intellectual and emotional appreciation of cultures other than his own.

It is not enough to learn more about art, music, history, and geography, but to learn to communicate more accurately and to need to become aware of the cultural connotation of a word, if they are to use it properly. Ignorance in this area can have far-reaching consequences.

Teachers have the responsibility of teaching students how to find information about the target culture and how to judge its authenticity. They have to develop the skills for discerning the correct message of cultural materials.

Materials can be chosen from three distinct stratas of the target culture: elite, popular, and folklore. Dr. Cortina maintains that authentic way of teaching culture is via materials coming from folklore. Into this category fall proverbs, sayings, songs, jokes, etc.

In an effort to increase cross-culture awareness and understanding, I decided to design an activity for my second year German class, using a collection of authentic German jokes.

The students had a lot of fun and our objectives were accomplished in a seemingly effortless manner. I am planning to put together a collection of proverbs and sayings next.

for.lang.-VI/70(1)
6/27/89

Monika K. Adams
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

German II

Objectives:

1. To give students an opportunity to read authentic target-culture materials.
2. To develop cross-cultural awareness and understanding.
3. To teach new vocabulary in current use in the target culture.
4. To practice analytical reading in the target language.

Materials Needed: A copy of several jokes selected from current German publications, English/German dictionaries

Procedures:

1. Discuss the value of folklore as a good source of authentic cross-cultural materials.

2. Distribute copies of jokes to students.

3. Make dictionaries available.

4. Divide class into groups of three.

5. Assign one joke to each group.

6. Ask students to read and interpret their jokes.

7. Ask each group (all members taking turns) to read and explain their jokes in front of the class.

8. Discuss jokes with entire class.

   A. Is it funny to Americans and Germans alike?
   B. What does it tell us about the German people?
   C. Can you find common elements of humor in both cultures?

Evaluation:

The following day after a brief review of all of the jokes, ask the students to individually write one paragraph about one of the jokes (one different from the one their group worked on) stating the punch line and similarities and/or differences between our two cultures.

for.lang.-VI/70(2)
6/27/89

Janette I. Furness
April 1, 1989

Culture in the Foreign Language Classroom

Dr. R. J. Cortina dealt with a series of techniques for introducing and stimulating an appreciation of the culture of the speakers of the target language, and for promoting crosscultural understanding.

Following the Nota Cultural on manners, we discussed and compared their manners with those of Spanish students. I explained that Spanish teenagers would always shake hands in greeting their friends as well as in introducing a friend.

I prepared a short conversation and dictated it to them to copy in their notebooks. I asked them to group themselves (3 in each group) and, in front of the class, to role-play the dialogue shaking hands when greeting a friend and also when introducing a friend. In order for each student to have an opportunity to practice this custom, they rotated so that all three students role-played all parts.

This activity was enjoyed by all and particularly by those who like to act. The clowns of the class will no doubt get an excellent grade on Monday when this activity will be graded.

I also believe that this cultural exercise reinforces oral skills and the use of the polite and familiar forms.

for.lang.-VI/71(1)
11/4/89

Janette I. Furness
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

Spanish II

Text: Spanish for Mastery - Unit 5 - Lesson 2
Jean-Paul Valette
Rebecca Valette

Objectives:

1. Introduce vocabulary (page 198-200).
2. Read and translate "NOTA CULTURAL."
   La idea de ser bien educado.
3. Explain cultural differences.
4. Introduce dialogue "Una conversacion."

Procedures:

1. Drill vocabulary Los modales.

2. Discuss La Nota Cultural explaining the cultural differences between American children and Spanish children.

3. Students compare and contrast their manners with those of Spanish students.

4. Students role-play a conversation and introduction of a friend emphasizing the fact that Spanish students always shake hands.

5. Homework to practice and memorize the "conversación" to role-play on Monday for a quiz grade.

for.lang.-VI/71(2)
11/4/89

Janette I. Furness
April 1, 1989

CONVERSACION

1. Buenos días; Buenas tardes; Buenas noches

2. Buenos días; Buenas tardes; Buenas noches

1. ¿Cómo estás?; ¿Cómo está Ud.?

2. Muy bien gracias y tú?/Muy bien gracias y Ud.?

1. Bien gracias

2. Quiero presentarte a mi mejor amigo-a...
   Quiero presentarle a mi amigo-a...

1. Mucho gusto

3. El gusto es mío

1. Hasta luego

2. Adiós

3. Hasta mañana

for.lang.-VI/71(3)
11/4/89

Gabriel Muñoz
April 1, 1989

Culture in the Foreign Language Classroom

Culture is an integral part of Foreign Langauge instruction.

This can only come about by stimulating students into an appreciation of the culture of the speakers of the target language, and for promoting cross-cultural understanding.

Using Dr. Cortina's concept of learning culture through the use of "popular culture," as a means of bringing about cultural anomie, I proceeded to devise a lesson plan using popular Spanish commercials, taped from a local Hispanic Television station.

My goals in preparing this were to provide the students with an opportunity to identify with the culture of the target language by observing these series of commercials, and analyzing the likenesses and differences between them.

Students were asked to view a series of 15 popular Latin American commercials. They were then asked to give individual accounts of their feelings and reactions on their favorite commercial in Spanish. Particular attention was given by the teacher in listening to student reactions on particular things that might seem "funny" to them about anyone of the commercials. Then, these "funny" issues were discussed and clarified.

Aside from the language difference, students for the most part found themselves identifying with the message of the commercial and, in turn, with the Spanish people who were a part of it. As Dr. Cortina had anticipated, I found that my students developed a feeling of understanding and identifying with the popular culture concept.

As a follow-up activity, students asked to make up their own commercials in the Spanish Language, using some of the concepts which they had learned.

I was extremely happy with the results of this lesson plan, as it has motivated my students into wanting to learn more about the culture, while looking at it in a way that brings about acceptance and cross-cultural understanding.

for.lang.-VI/72(1)
11/4/89

Gabriel Muñoz
April 1, 1989

Culture in the Foreign Language Classroom

LESSON PLAN

POPULAR FOLKLORE--Spanish Commercials

General Objectives:

1. To provide students with an understanding of Cultural Anomie with the target language.
2. To have students identify with the target language by observing popular culture.
3. To stimulate an appreciation of the culture which the target language represents.
4. To promote cross-cultural understanding.

Materials needed: Video cassette player, T.V. monitor, video cassette of Popular Spanish commercials.

Procedure:

Students are presented with a series of 10 Spanish commercials, depicting popular products or services.

After the initial viewing, teacher brings about possible questions which might apply to American Students watching these commercials. This methodology sets the pace for the type of analyzing that will be expected from the students. Some of these might be: Why are there so many hand movements while people are explaining things to each other? Why does the son speak to his mother using the Usted form?

After viewing the commercials for a second time, students are divided into groups of four, with one group leader. They are to discuss differences and likenesses in the commercials as compared to English. Each leader is asked to bring these points up at the end of the discussion period.

Students were then asked to fill out a questionnaire in which they were asked to share their individual feelings as to how they felt about the differences as opposed to the likenesses of these commercials, and whether there existed a feeling of identification or "cultural anomie" in the target language.

The majority of the students were surprisingly comfortable with the presentations, and demonstrated a feeling of acceptance and understanding of them.

for.lang.-VI/72(2)
11/4/89

SESSION VIII

Evaluating Communicative Skill Development in the Foreign Language Classroom

Judith E. Liskin-Gasparro
Middlebury College
Middlebury, Vermont

I. Background information on communication skills evaluation

   A. Definitions: proficiency, achievement, "prochievement"

   B. Characteristics of good tests

      1. Norm-referenced v. criterion-referenced tests

      2. Large-scale testing v. classroom testing

   C. The ACTFL Proficiency Guidelines and their implications for classroom testing

      1. The importance of combining functions (tasks), context, and accuracy

      2. Focus on the Novice and Intermediate levels

II. Designing a proficiency-oriented speaking test

   A. Setting goals: what do you want to know?

   B. Sample test formats

   C. Procedures and practical considerations

   D. Scoring

tnd8/cbk/for(9)

Nicole Gumbrill
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

Mrs. Judith Liskin Gasparro spoke on two major points: proficiency and testing for proficiency in the communicative style.

According to Mrs. Gasparro, proficiency is not a method but a concept that sheds new light of real-life language. It is a way of thinking how to achieve goals and how well our students reach those goals. It is a combination of knowledge of grammar and vocabulary - strategies for communication, verbal and nonverbal. Our teaching should be organized around goals to reach performance: function, context and accuracy. Of course, we must follow the guidelines for the different levels: novice, intermediate, and advanced. The goals should be set a bit beyond student level and the assimilation time should be as long as possible.

When testing, our exercises should be balanced between meaningful and communicative types. The mechanical exercise should be kept for homework. The role of the teacher is the one of a stage manager in the wings. The students must be responsible for their learning, but be given more opportunities to talk. Testing must combine function, context, and accuracy also. Good test features are the following:

1. Must match our purposes.
2. Reflect what we have taught and how we have taught and how we have taught.
3. Can be graded efficiently and fairly.
4. Integrate what has been taught.
5. Focus on functions and context in addition to structure and vocabulary.

My lesson plan is based on a communicative-meaningful exercise for Novice Level: French I - Salut Les Amis.

for.lang.VIII/87(1)
11/24/89

Nicole Gumbrill
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

French I - Salut Les Amis

Function: Ask and give information
Context: Homeowner/police agent
Structure: Possessive adjectives (Unite III, Lecon V)

Directions to students: Your home has just been burglarized. You call the police. When the agent arrives, you must give him a list of things that are missing. Some items belonged to you, some to your brother/sister, some to your parents, and some to all of you. A minimum of two items per subject must be listed. Choices must include items in the singular and some in the plural.

Ex: L'agent de police demande: Qu'est-ce qui manque Monsieur/Mademoiselle?
Le propriétaire repond: Ma raquette, mon vélo, son électrophone, sa montre, leur voiture, leurs timbres, nos télés, et notre Chien.

Students would work in groups of three. Two will exchange information and the third will write down the police report.

French I - Salut Les Amis

Function: Ask and give information/Describe
Context: Clothing salesperson/Buyer
Structure: Clothing Items/Colors (Unite IV, Lecon I)

Directions to students: You are given a large sum of money for your birthday. You use the money to get the wardrobe of your choice in the store of your choice. The salesperson will ask you if you want to see certain items and you will tell her exactly what you want, using colors to describe items. Five items of clothing should be covered by each person.

Ex: Vendeuse: Que désirez-vous Monsieur/Mademoiselle? Une robe rouge?
Vous: Oh, non! Je désire une jupe bleue, et un chemisier blanc s'il vous plait.

Students should work in pairs, exchanging information.

for.lang.VIII/87(2)
11/25/89

Marilyn Olson
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

I felt that Judith Liskin Gasparro's presentation on "Evaluating Communicative Skill Development in the Foreign Language Classroom" was a fitting conclusion to our course of study on "Improving and Expanding Language Instruction."

I surely feel that her ideas on proficiency testing are valid for as teachers it is imperative that we focus on performance rather than on what a child can not do in the way of correct grammar vocabulary. Ms. Gasparro gave numerous examples which illustrated that knowing all the correct points of grammar still does not guarantee that a student will be able to use the language correctly.

She thoroughly discussed the (her?) proficiency scale. Beginning students start as novices, during which time accuracy is limited and generally understandable only to the teacher. Students are usually limited to using words and phrases during their first two years of language learning. Eventually, students move up to the intermediate level in which they are able to ask and answer questions and carry on simple conversations--order a meal, get a hotel room, buy a bus or metro ticket, etc. Basically, during this phase, they can deal with uncomplicated situations in which they can talk about familiar topics, using "I," reality, and daily life. This limited type of language skill would be comprehensible to people who are used to dealing with foreigners and language learners but would not be understood in a setting where everyone is a native speaker. Students remain in this level up through their fourth and sometimes fifth year. Finally, students reach the advanced level after perhaps five years of studying the language. By this time, he/she can talk in paragraphs, summarize, compare, and narrate while giving a mental picture. The context is still limited to factual happenings, but these go beyond the home, family, and school environment. The grammar and pronunciation would be understood by the native speaker. The final step in the proficiency scale is the superior level which is usually reached by an adult who has studied for sometime in the country where the language is spoken.

In order to achieve proficiency, it is imperative that the classroom be organized for performance so that there is ample opportunity for practice in context. There should be a minimum amount of drill and mechanical exercises should be left for homework, not a boring class drill. Ms. Gasparro explained the three types of exercises which can be used: mechanical during which time the language is practiced so that it becomes automatic; meaningful exercises are those in which the language form is practiced with linguistic meaning, in other words, the students cannot give the correct response without thinking and/or understanding what they are saying; communicative exercises are those in which the form is not mandated. For example, a group of students has a

Marilyn Olson
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

discussion and then ranks a group of items from the least expensive or important to the most. The task of the classroom teacher is to take meaningless mechanical textbook drills and make them both meaningful and communicative. Ms. Gasparro gave us excellent ideas on how to achieve this goal by personalizing the exercises for the students. One suggestion was to give students vocabulary which they can use, i.e., step-parents, half-brother, occupations to which they can relate, foods, sports, etc.

As the teacher becomes involved in running a proficiency-oriented classroom he/she becomes the stage director, not the star. Students must be made accountable so that they can and want to communicate on a meaningful level. Ms. Gasparro's presentation was a definite grand finale to our series of classes and much of what she covered has a great deal of relevance to my classroom teaching.

for.lang.VIII/88(2)
11/26/89

Marilyn Olson
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

McGraw-Hill French: Rencontres: Part One

Lecon 9: A l'aéroport

Objective: To reinforce and master the oral usage of the possessive adjectives--mon, ma, mes, ton, ta, tes, son, sa, ses.

Procedure: Students work in groups of three. One student asks the questions, a second student responds, while the third reports (or records).

1. Follow the model: (A) Où est ton passeport? (B) Voici mon passeport. (C) Voici son passeport.

   Où est ton billet?
   Où est ta place?
   Où sont tes bagages?
   Où est ton anorak?

2. Follow the model: (A) J'ai mon billet. Pierre, as-tu ton billet aussi? (B) Oui, j'ai mon billet. (C) Eh bien, Pierre a son billet.

   J'ai mon passeport.
   J'ai mes disques.
   J'ai ma carte d'embarquement.
   J'ai mes idees.

3. Follow the model: (A) Il écoute ses disques. (B) la radio (C) Il ecoute sa radio.

   Je chante avec ma famille. les amis
   Robert prend ses skis. le billet
   Où est ton disque? la voiture
   Est-ce que tu as tes skis? le ballon
   Elle cherche ses bijoux. le livre

4. May use a written exercise to determine if students have mastered the concept, such as: Form sentences from the following words, supplying the possessive adjectives:

je/donner/livre/et/papiers/à/Thomas	(Je donne mon livre et mes papiers à Thomas.)
il/prendre/anorak/skis/et/bâtons/ et/aller/dans/montagnes	(Il prend son anorak, ses skis, et ses bâtons et il va dans les montagnes.
tu/écouter/radio/et/parler/à/ami	(Tu écoutes ta radio et tu parles à ton ami.)

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Ann C. Bacon
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

This participant used a novice level role play to meet the requirements set forth in the syllabus for this course:

1. to provide student-centered activities
2. to allow one-on-one student interaction
3. to provide the students practice in listening and responding to each other in very controlled contexts
4. to provide accountability (something to be turned in by the student)

Clothing vocabulary and the verb "gefallen" were the target vocabulary. The students were paired by counting off. They were told they would need only a writing for this activity. Each pair was given a survey sheet (see page 3) and told to put both their names on it--the survey sheet would be collected after the activity.

After the students had an opportunity to look over the survey sheet, I gave them an example, orally, using "color" vocabulary and "gefallen":

Student #1: "Gefällt dir blau?"
Student #2: "Ja, blau gefällt mir." Or, "Nein, blau gefällt mir nicht." (Student #2 marks appropriate column on survey sheet--see page 3.)

The students were told to begin and I walked around the classroom to monitor the "conversations." I found I had to help quite often at first since this was a new type of activity for them, but generally, it went quite well after that.

When the students were finished, I collected their survey sheets; however, I did not assign a grade.

I found this activity to be an extremely welcome change from the textbook's item substitution drills. Once the students have practiced conducting the surveys a few more times, I plan to assign a grade on a regular basis.

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Ann C. Bacon
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Lesson plan for German I
Coral Springs High School
Text: Deutsch Aktuell I

Objectives:

1. to provide a meaningful activity for practicing the verb "gefallen"
2. to provide an opportunity for novice level students to practice listening and responding to each other in a very controlled context.
3. to provide accountability

Materials Needed: enough survey sheets for each pair of students (see page 3); writing utensils; textbook, Deutsch Aktuell I (Chapter 6)

Procedure:

1. Review clothing vocabulary, using flashcards and magazine pictures.
2. Review the use of "gefallen" by asking students whether they like certain things.
3. Have students form pairs by counting off.
4. Hand out a survey sheet to each pair and tell each pair to write their names on the sheet as it will be collected.
5. Explain the activity; give examples.
6. Begin activity while the students are asking/answering questions. Move around the room and monitor the "conversations." (Carry a pad of paper and pen to make notes on their performance.)
7. When the students have completed the surveys, collect their sheets.
8. Ask various students some of the questions on the survey sheet and also add some new items.
9. Evaluate the activity.

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11/26/89

Ann C. Bacon
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

CONTEXT: Clothing preferences

FUNCTION: Expressing likes and dislikes

SKILL: Using "gefallen"

DIRECTIONS" You have just returned from shopping for some new clothes and you are showing your best friend what you bought. You ask your friend if (s)he likes the different things you bought and your friend responds either yes or no. (Your friend will also check the appropriate column on the survey sheet.)

Gefallt dir...?	Ja	Nein
1. die Jacke		
2. der Mantel		
3. das Hemd		
4. das Paar Schuhe		
5. der Pullover		
6. der Badeanzug		
7. der Schlafanzug		

Names of participants_____

_____

_____

for.lang.VIII/89(3)
11/26/89

Elaine Ziebarth
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language

In her workshop of April 15, 1989, Dr. Liskin-Gasparro discussed the "proficiency movement" and how it relates to our teaching methods. The strategies and approaches we use in our classes should be geared toward putting the elements of the language, such as grammar and vocabulary, into context. We must create opportunities for our students to practice what we have taught them in meaningful situations, rather than in mindless, mechanical drills.

Chapter 7 of Nuestros Amigos covers food vocabulary, present tense -er verb endings, and the very gustar (to like). After presenting the -er verb endings, I passed out index cards that said either comer (to eat), beber (to drink), or vender (to sell). The students then grouped themselves according to their verb. Their task was to form questions using their verb and the food vocabulary studied in the chapter. They were then called upon to ask their question to members of the other groups. The students were not only practicing the grammatical structure learned, but they were communicating real information to each other as well.

To practice the verb gustar, I adapted Dr. Liskin-Gasparro's survey activity (see attached). The students grouped themselves in three's; one being the interviewer, the other the interviewee, and the third the reporter. To complete the survey, the students practiced listening as well as speaking skills, processing the structure they had learned into meaning. A context had been created that made sense to them, and real communication was taking place.

Communicative activities such as these afford the teacher the opportunity to evaluate the students on their mastery of the language forms studied, as well as their ability to communicate information using these forms.

for.lang.VIII/90(1)
11/26/89

Elaine Ziebarth
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language

LESSON PLAN

Text: Nuestros Amigos, Chapter 7

Objectives:

1. To introduce the present tense of -er verbs
2. To practice using the verb gustar (to like)
3. To evaluate the students' mastery of the verb gustar
4. To review food vocabulary

Procedure:

1. Explain the present tense of -er verbs (p. 70). Compare and contrast it to the -ar verb endings.

2. Hand out an index card to each student that says either comer, beber, or vender. The students group themselves according to the verb on their card. Allow time for each group to make up five questions using their verb and food vocabulary. The students then ask their questions to members of other groups.

Survey (la encuesta)

1. The students group themselves in three's. A survey sheet is given to each group. One student acts as the interviewer, asking the survey questions, the other is the interviewee who answers, and the third is the reporter, recording the responses. The reporter of each group then reports to the class.
2. While the students are working in their groups, walk around the room and assess their ability to use the verb gustar in a communicative way.

for.lang.VIII/90(2)
11/26/89

Elaine Ziebarth
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language

LA ENCUESTA

TE GUSTA(n) . . . ?

	mucho	un poco	no me gusta(n)
1. la hamburguesa			
2. las espinacas			
3. el batido			
4. las papas fritas			
5. la limonada			
6. el helado			
7. los pasteles			
8. la sandía			
9. los dulces			
10. el flan			

for.lang.VIII/90(3)
11/26/89

Scarlet Bezugly
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

Judith Liskin-Gasparro's presentation on April 15, dealt with the need to help foreign language students develop proficiency in the target language. Proficiency refers to the students' global language ability, that is, his knowledge of the language as well as his ability to communicate.

Therefore, exercises and tests must be retailored by teachers so that they reflect all of the students acquired learning, rather than bits and pieces of isolated grammar. Exercises should be meaningful as well as structural and tests should reflect what students can do in the language.

The speaker suggested the use of small group or paired activities as a means of helping students develop greater proficiency in the language. She emphasized the fact that these activities should be organized so that each student has a responsibility and all students are held accountable for their performance.

For my Spanish I classes, I chose a paired activity, requiring students to use the target language to ask questions or give answers. Students were asked to find out from their partners pertinent information about a field trip planned by the Foreign Language Department. Each partner was given a role. One student asked the questions. The other student, who was provided with the information, gave the answers. While the activity was in progress, I was able to test each student's oral proficiency by using the scale suggested by the lecturer. Students were aware that they were being given a grade and therefore, actively participated in the activity.

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11/26/89

Scarlet Bezugly
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Lesson Plan for Spanish I
Text: Spanish for Mastery I

Objectives:

1. To practice the use of specific question words.
2. To practice giving and obtaining information.
3. To improve speaking, listening, and reading skills.

Procedure:

1. Review question words with students by asking the following: ¿Cómo se dice en Español: Who, To whom, How, What, When, How much, What time, and Where?

2. Make a list of question words in Spanish on the board.

3. Divide students up in pairs.

4. Pass out a handout describing an event to only one partner.

5. Write the instructions for the activity on the board and read them with the class: You were absent when your Spanish teacher announced a field trip had been planned for all Spanish classes. Talk to your friend and find out the details of the trip. Use all the question words listed on the board in order to make sure you get all the information you need.

6. Explain to the class that each person will receive an oral grade for this activity.

7. Teacher circulates, listens to dialogues, and evaluates students' performances.

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Scarlet Bezugly
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

BAILES FOLKLORICOS MEXICANOS

20-4-89

9:00 am - 1:00 p.m.

Forest Hill High School
(en el gimnasio)

Precio de las Entradas	$ 6.00
Precio de Transporte por Autobus	$ 4.00
Total	$10.00

(Puede pagar a su maestra con un cheque o en efectivo del 15-4-89.)

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11/26/89

Marilyn G. Mugnani
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

Our final workshop dealt, appropriately, with techniques of measuring the use of communicative strategies and students' development of oral skills. With so much emphasis today on teaching for proficiency, it is important to understand that "proficiency" is actually the overall end result of many other strategies. Specifically, it is what the individual can "do" with the language, how he can perform in real life situations.

Our goals should be performance-based and our curriculum should lend itself to instructional strategies and materials that will lend to these goals. Ms. Liskin-Gasparro emphasized testing in meaningful context, using structures and functions to expand that context. Most exercises can be revised so that they become meaningful and communicative rather than mechanical. In this way, the student will be better prepared to reach the goals we have set, those of actual functional performance.

Good tests should match our purposes, reflect our teaching, be easy to grade, integrate what has been taught and focus on function and context as well as structure and vocabulary.

I was particularly interested in the lecturer's suggestions for testing oral work. I have devised a simple 0-1-2-3 point system for rating my students as I walk around and listen to them as they do their activities in twos and threes.

Since we are studying the unit on clothing, I made up the accompanying exercise sheets. The class was broken up into triads and each group was given three different sheets (2 on clothing and 1 on another topic). One person asked the questions, another answered and the third recorded the responses. Then they switched parts so that everyone had a turn at each role. The activity also allowed them to review and practice the question words.

for.lang.VIII/92(1)
11/30/89

Marilyn G. Mugnani
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Unit 7 - Lesson 2
La Ropa es un Problema

1. Review the vocabulary assigned (page 266) - Using a bag full of clothing, pull out items for identification. (Both the articles and their color)
   ¿Qué es esto?.....
   ¿De qué color es?.....

2. Move questioning on to preferences....introducing the use of an adjective as a noun.
   ¿Prefieres la camisa roja o la blanca?
   ¿Te gustan los zapatos negros o los blancos?

3. Put an example on the board and explain the use of an adjective as a noun, pointing out the importance of agreement.

4. Partner practice - Activity 7 on page 270 (Practice using adjectives as nouns)

5. Move into triads and pass out 3 activity sheets to each group. Have one student ask the questions, another answer and the third record. Then change roles so everyone has a turn. (Collect the record sheets)

6. Listen to the tape on page 264-La ropa es un problema.

7. Translate the dialogue orally.

8. Homework - Make an inventory of the clothes in your closet by item and color.

for.lang.VIII/92(2)
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SALE STARTS SUNDAY, APRIL 16, ENDS SATURDAY, APRIL 22

Your Choice

5.66

*Zayre

Una Venta.....

SALE

Your friend doesn't understand English. Answer his questions about this ad

1. ¿ Dónde ...
2. ¿ Cuándo...
3. ¿ Cuánto...
4. ¿ Qué....
5. ¿ De qué...

BEST COPY AVAILABLE

268

SAVE $2

4.99

Reg. 6.99

Men's knit tops

With collar, placket front, chest pocket. Solids or stripes. Poly/cotton. S,M,L,XL.

SAVE $2

4.99

Reg. 6.99

Men's gingham shirts

Short sleeve shirts in stripes and backgrounds. Poly/cotton. S,M,L,XL.

SAVE $5

11.99

Reg. 16.99

Men's belted slacks

Pleated dress slacks in sailcloth of cotton/poly. Assorted colors. 30-42.

SAVE $5

14.99

Reg. 19.99

Men's Gitano jeans

5-pocket western jeans in the latest frosted finish. Cotton. Assorted colors. 28-38.

269

Your friend did not see this ad and phones you for information. Answer her questions.

1. ¿ Dónde ...
2. ¿ Qué ...
3. ¿ Cuánto...
4. ¿ cuándo...
5. ¿ Cómo se llama...

Una Venta Especial...

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© 1989 K mart® Corporation

Kmart®
the Saving Place

Sale effective April 16 thru April 22.

BEVERLY HILLS Blues®

25% OFF

$3
Our 3.99 Ea. Fabric hats in trendy Greek fisherman's style. Color choice.

SAVE $3
6.99 each
Reg. 9.99
Madras plaid separates
Button-front skirts or matching tops. Colorful plaids in 100% cotton. S,M,L.

5.27
Our 6.57 Pkg. 6 prs. men's crew socks. Choose white, white/stripes. Fit sizes 10-13.

10.88 Boys'
Our 14.99. Stonewashed jeans for boys, in favorite colors. 8-14 slim, 8-16 reg.

270

271

IT'S OUR BIGGEST SALE. *Una Venta ...* Sun-Sentinel, Sunday, Apr

JCPenney Days Sale

OF THE YEAR. SAVINGS ALL OVER THE STORE!

Your father's birthday is next week. Ask your mother for some help about buying his gift.

1. ¿ Dónde . . .
2. ¿ Cuándo . . .
3. ¿ Qué . . .
4. ¿ Cuánto . . .
5. ¿ Para quiénes . . .

272

273

MENSWEAR

• SALE $79.99 REG. $99 AUSTIN MANOR SILK SPORTCOAT

• SALE 2 FOR $24 REG. $15 ea. AUSTIN MANOR LONG SLEEVE DRESS SHIRTS

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Una Venta

Body Gleamer, reg. $6, sale 4.50

*Prices reduced at register
Sale ends April 30

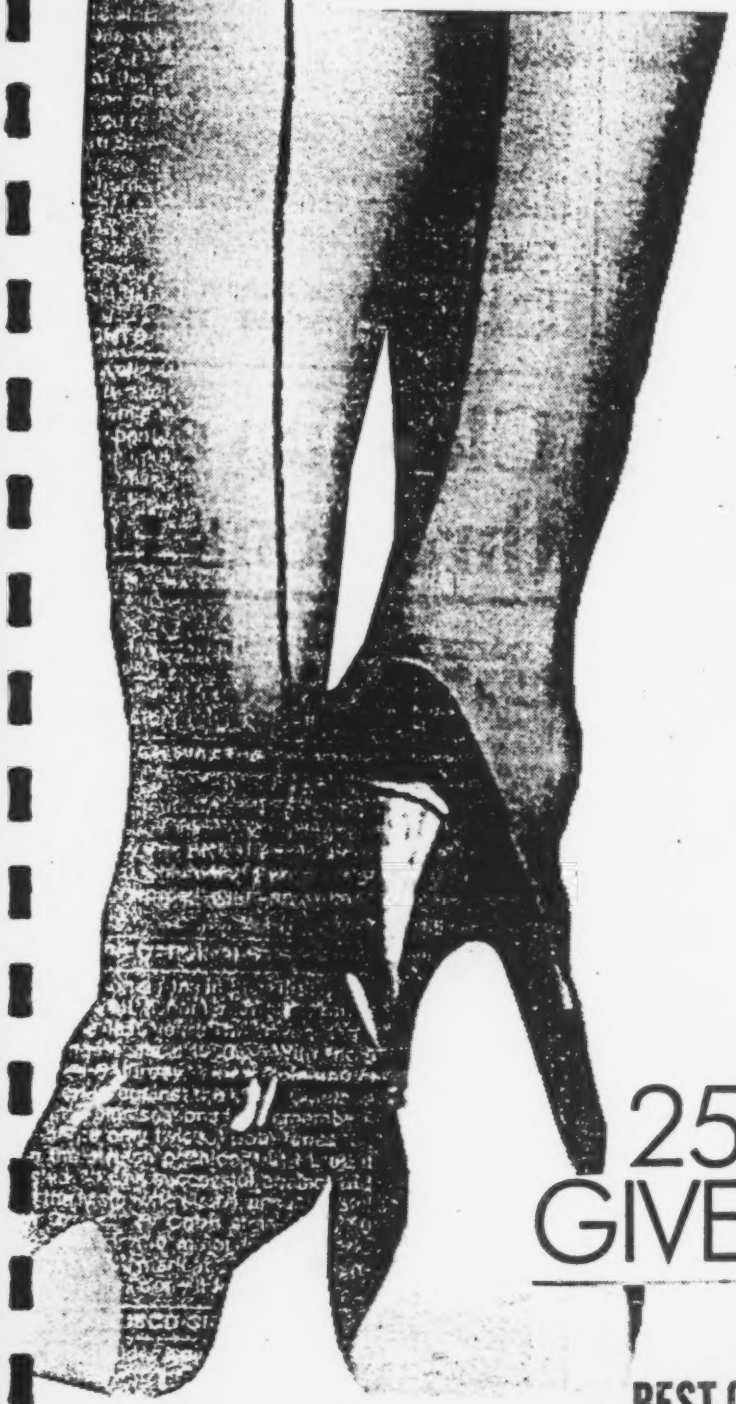
Burdines

THE FLORIDA STORE

1. ¿Qué ...
2. ¿ Dónde...
3. ¿ Cuándo...
4. ¿ Cuánto...
5. ¿ Cuál ...

Body Smoother, reg. $7, sale 5.25

Gleamer Back Seam, reg. $7, sale 5.25



STARTING TODAY... STOCK UP ON EVERY STYLE

25% OFF ALL GIVENCHY HOSIERY

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Una Venta....

Herman's
WORLD OF SPORTING GOODS

HERMAN'S LOW PRICE GUARANTEE!
We will BEAT any local competitors' newspaper advertised prices on identical items during the time frame of their advertised event. Just present us with their ad. It's that simple!

STOREWIDE SPORTS EVENT!

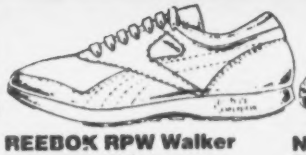
SALE

20% OFF ACTIVEWEAR!
NIKE, ADIDAS, REEBOK, HOBIE, OCEAN PACIFIC, NEW STYLES FOR '89. SHIRTS, SHORTS, TOPS, WARMUPS, CYCLEWEAR, GOLF AND SWIMWEAR PLUS, THE LATEST IN LYCRAWEAR!

ADIDAS Boca Men's Tennis Shoes
29.99 orig. 49.99

REEBOK Women's 4000 or Charisma Fitness Shoes
32.99 reg. 47.99 to 52.99

TIGER Men's Gel Runner
44.99 reg. 54.99



REEBOK RPW Walker for men and women
47.99 reg. 59.99

NIKE Men's Air Delta Force Basketball Shoes
59.99 reg. 69.99

AVIA 822 Basketball Shoes for men
39.99 reg. 49.99

REEBOK PHASE I Men's and Women's Tennis Shoes
39.99 reg. 54.99

NIKE Finale Men's and Women's Running Shoes
22.99 reg. 27.99

TRETORN Nylite Tennis Shoes for women
27.99 reg. 34.99

REEBOK Princess Fitness Shoes
32.99 reg. 42.99

NIKE Kids' Driving Force Low Basketball Shoes
37.99 reg. 42.99

Sale now through April 22.

1. ¿Qué...
2. ¿ Dónde...
3. ¿ Hasta cuándo..
4. ¿ Cuánto...
5. ¿ Para quiénes...

275

276

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You are a Backgammon fan and want to go the the championships. Call for information.

BEST COPY AVAILABLE

1. ¿ Qué ...
2. ¿ Cuándo...
3. ¿ Dónde...
4. ¿ Cuánto...
5. ¿ Cuántas...

You are in Buenos Aires and discover that Fuddrucker's is downtown. Ask your friend about it.

INCOMPARABLE MARILYN

1. ¿Dónde...
2. ¿Cómo...
3. ¿Qué...
4. ¿Quién...
5. ¿Cuánto...

hamburger SOCIETY

Bienvenidos al mágico revival, a los dorados años cincuenta de Marilyn y Bogart, del neón y del Mercury.

Hemos creado un mundo transparente de panes exquisitos horneándose a la vista, de carnes especiales que traemos de nuestros propios campos, de frescos vegetales y artesanales postres, de jugos naturales y de nobles bebidas. Hemos creado un mundo a su medida.

Un lugar diferente donde todo es posible y comer se convierte en un acto creativo.

Nosotros le entregamos un hamburger gourmet incomparable.

$4.25

El salad bar lo espera con sus mil tentaciones para que Ud. aderece su hamburger gourmet como prefiera.

Champignons, vegetales finamente cortados, salsas de todo tipo y algún dorado toque de queso derretido.

En Fuddruckers comer es divertido. Bienvenidos al transparente y único, incomparable mundo del hamburger gourmet.

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FUDDRUCKERS

278 Un estilo muy particular.

Santa Fe 2058 - Capital. Unicenter - Panamericana y Paraná - Martínez.

Mónica Chediek y Asoc.

Monika K. Adams
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

In Session VIII, Judith Liskin-Gasparro, a foreign language professor at Middlebury College in Vermont, taught us how to design proficiency-based classroom tests of communicative skills and explained the various theories behind the development of her measurement techniques.

She started with the premise that the best tests are those which mirror in content and format that a teacher is teaching in his/her classroom. Tests coming from outside sources might not truly reflect what is actually being taught in our classes. Furthermore, good tests should match our purposes and teaching goals set for a particular group of students, and they should focus on specific functions and contexts, in addition to structures and vocabulary. She calls these prochievement tests, a term coined from the integration of proficiency and achievement.

There are three basic purposes for tests:

1. To satisfy the need for a grade on an objective basis.
2. To provide diagnostic feedback for teachers and students.
3. To motivate students to study and pay attention in class.

In order to impress upon our students that oral proficiency is an important skill which we want them to learn, we have to design oral tests. The level of difficulty of such a test should be closely related to the particular proficiency level attained so far by the students to be tested.

Following the above guidelines, I designed an oral test for my German I students who are on the novice level. The format I chose is that of a "role-play partner activity" related to a concept introduced in chapter 6 of "Deutsch Aktuell I, the text currently being used by my German I class.

This activity was relatively easy to design, not too complicated to execute, fun for the students involved, and therefore a rather painless way of giving and taking a test. Most of all, it gave me a very good indication of my students' present oral proficiency achievement.

for.lang.VIII/93(1)
12/2/89

Monika K. Adams
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

GERMAN I

Objectives:

1. To evaluate oral communicative skill development.
2. To motivate students to develop oral proficiency.
3. To provide an opportunity for meaningful practice of these skills.

Materials Needed:

1. Textbook "Deutsch Aktuell I"
2. Copies of teacher prepared guidelines for role play activity, 1 for each group of students (see attached sample).

Procedure:

1. Divide class into pairs.

2. Distribute a copy of guidelines to each group.

3. Explain directions for the activity.

4. Walk around making sure directions are being followed.

5. Listen and evaluate each student according to the criteria stated below.

Evaluation:

1. Teacher rates each student on a scale from 4-0. 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = no effort/no production in the following area:

   I. Effort and Enthusiasm to Communicate
   II. Comprehensibility to Partner and Evaluator
   III. Grammatical Accuracy
   IV. Accuracy of Vocabulary

2. Check-marked copy of guidelines to be turned in at the end of the activity by each group.

for.lang.VIII/93(2)
12/2/89

Monika K. Adams
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

GERMAN I

Role Play: Student-to-Student Interaction (Oral Test)

Novice Level

Skill: Listening/Speaking
Context: Matching colors while shopping for clothing
Function: Asking for and giving information
Structure tested: Pronoun replacement of nouns

Directions: You are going shopping for clothes with a color-blind friend. In order to ensure that he/she chooses correctly color-matched clothing items, you have to tell her/him what color each item he/she asks about actually is.

The class will be divided into groups, two students per group.

Student A (the color blind one) asks the questions and checks off each clothing item on the list below when it is used in the question asked.

Student B responds by using each color on the list below at least once (which also will be checked off by student A) and using 3 of the colors twice.

NOTE: After all of the items are checked off after being used in this oral exercise, students A and B reverse roles and repeat the whole process.

A. Clothing Items:

1. die Hose	6. der Rock	11. die Krawatte
2. die Jeans	7. das Kleid	12. das Paar Schuhe
3. das Hemd	8. der Mantel	13. die Jacke
4. der Pullover	9. die Socke	14. das Paar Strümpfe
5. die Bluse	10. der Anzug	15. das Paar Handschuhe

B. Colors:

weiss, schwarz, rot, blau, gelb, braun, grau, rosa, lila, beige, grun, orange

Student A Frage: Welche Farbe hat.....?

Student B Antwort: Er ist _____.
Sie ist _____.
Es ist _____.

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Kathleen A. Matchunis
April 19, 1989

Evaluation of Communicative Skill Development in the Foreign Language Classroom

Ms. Liskin-Gasparro solved a dilemma which I have experienced as a foreign language teacher: how to evaluate the communicative skills of my students. In my lesson plan, I gave 3 examples of situations which I set up, focusing on speaking skills with designated functions and structures within a specified context.

I used these situations as an oral test in my French IV class. Each situation was in an envelope which each pair of partners chose. Their preparation time was 20 minutes. Their dialog was taped for me to evaluate at a later time.

I found the 0-4 scale very useful and practical as an evaluative tool. The result closely reflected the students' oral performance in class.

This evaluation truly tested what I have been emphasizing all year: communicative skills. I also believe that this type of evaluation indicated whether the students are able to fully integrate all the aspects of the language which they have been taught.

I have adjusted my teaching style in class to practice communicative skills rather than mechanical drills. Mechanical drills are assigned for homework and are checked the following day in class. Situation-based communicative activities are easy to grade, provide diagnostic feedback, and motivate students to learn!

for.lang.VIII/94(1)
12/2/89

Kathleen A. Matchunis
April 19, 1989

Evaluation of Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Text: Le Monde des Jeunes

Level: French IV

Materials needed: Situations typed and placed in envelopes. Tape recorders.

Procedure:

1. Students are given the choice of several situations sealed in envelopes which each student and his given partner will develop into a meaningful conversation.

2. Students are given 20 minutes to prepare and then are asked to tape their conversation with a portable tape recorder provided in a separate room.

3. Students' oral performances are evaluated on the basis of: effort and enthusiasm, comprehensibility to partner and evaluator, grammatical accuracy, and accuracy of vocabulary on a scale of 0-4.

* Students were advised to concentrate on Chapters 35, 39, and 40 for vocabulary and structures to be used in the various situations.

Situation #1

Skill: Speaking
Function: To talk about ones last vacation and inquire about a friend's.
Structure: Passe Compose/Imparfait
Context: You run into a friend at the end of summer vacation. Ask him/her where, with whom, and when he/she went on a vacation; how they arrived at the intended destination; what the weather was like; if he/she had fun, and what they did as activities and/or sports.

Situation #2

Skill: Speaking
Function: Talking about boyfriends/girlfriends
Structure: Comparisons

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12/2/89

Kathleen A. Matchunis
April 19, 1989

Evaluation of Communicative Skill Development in the Foreign Language Classroom

Lesson Plan (cont.)
Situation #2

Context: Two high school students who attend different high schools meet and compare notes on their new boyfriends or girlfriends. Each obviously wants to outdo the other. Tell your friend that your boyfriend or girlfriend is more handsome, prettier, smarter, richer, more fun more tan, taller, cuter, etc., than his/hers. The friend will respond that his/her friend has other qualities which are more profound, such as being more sensitive, nicer, more honest, frank, open, understanding, etc.

Situation #3

Skill: Speaking
Function: To communicate with a doctor regarding a sickness.
Structure: Varied
Context: While studying in France, you wake up sick one day and have to go to the doctor. Tell him what is wrong with you. Ask him if you should go to school or stay home. Tell him that you have had a fever all day. Tell him that you are allergic to penicillin!

As the doctor, ask the patient if he/she has had his/her tonsils out and what childhood diseases he/she has had. Assure the patient that what they have is not serious and that you will prescribe an antibiotic which he/she can pick up at the drugstore. The doctor also tells the patient to take the medicine prescribed conscientiously and to rest for 2 days at home before returning to school.

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12/2/89

Kathleen A. Matchunis
April 19, 1989

Evaluation of Communicative Skill Development in the Foreign Language Classroom

ORAL TEST GRADING SHEET: SPANISH 101

Student: _____				Student: _____			
EFFORT AND ENTHUSIASM TO COMMUNICATE				EFFORT AND ENTHUSIASM TO COMMUNICATE			
8	6	4	2	8	6	4	2
COMPREHENSIBILITY TO PARTNER AND EVALUATOR				COMPREHENSIBILITY TO PARTNER AND EVALUATOR			
4	3	2	1	4	3	2	1
GRAMMATICAL ACCURACY				GRAMMATICAL ACCURACY			
4	3	2	1	4	3	2	1
ACCURACY OF VOCABULARY				ACCURACY OF VOCABULARY			
4	3	2	1	4	3	2	1

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Randee Sue Pellegrino
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

Dr. Liskin-Gasparro was an excellent, final presenter for this course. She reaffirmed a concept that has become obvious during the various presentations: There is no one true method for the teaching of foreign language. Various methods and techniques should be used in order to help students become linguistically and culturally functional in the second language. Materials and activities should be designed in terms of student performance. Testing should evaluate the students ability to meet performance goals.

In conjunction with Chapter 31, Le Monde des Jeunes, students examined the various requirements for obtaining a driver's license in France. Students were divided into groups of two and asked to play the role of a driving instructor or a student driver.

The objectives of this lesson were:

1. to provide a performance oriented activity
2. to provide an activity that was personalized within a meaningful context.
3. to give practice in getting and giving information.
4. to motivate students to communicate in a partner-practice setting.

Student performance was evaluated both during the performance of the activity as well as after its completion. Dr. Liskin-Gasparro's evaluation scales were used to monitor oral performance during the role-play activity. Students were also asked to complete either a student driver application or new driver enrollment application at the completion of this activity.

Students seem to appreciate role playing because they view it as an opportunity to practice a meaningful communication task.

for.lang.VIII/95(1)
12/2/89

Randee Sue Pellegrino
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Coral Springs High School
French III
Le Monde des Jeunes: Chapter 31

Materials: Text, Role Play (Explanation of Roles), Evaluation scales, Student driver application/New driver enrollment application

Skill: Speaking (Reading/Writing)
Context: Driving School
Function: Getting and giving information orally and in writing
Structure Tested: Getting and giving information

Objectives:

1. to practice vocabulary
2. to get and give information
3. to read applications
4. to write information obtained in oral interview

Plan:

1. Class reviews, orally, vocabulary and cultural content of Chapter 31 relating to driving in France.
2. Students are divided into groups of two.
3. Teacher tells students to imagine that they go to France and want to be able to drive in order to see the sights. Unfortunately, they never obtained a driver's license. They must go to an "auto-école" and find out what is necessary to enroll. The second member of each group plays the role of the driving instructor. He/she must find out if the student is eligible and serious about driving.
4. Distribute description of roles and information to be obtained.
5. Students are allowed 5 minutes to discuss roles and preparation for saying them.
6. Students conduct interview/role.
7. Teacher evaluates students using Dr. Liskin-Gasparro's scales.
8. Students receive applications to be completed according to their roles.

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12/2/89

Renee Kopka
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

The workshop of April 15, 1989 presented by Judith E. Liskin-Gasparro, dealt with planning foreign language curriculum for proficiency and testing to combine function, context and accuracy. This participant employed the following principles in teaching the future tense in the high school French II class.

1. Practice in context: The context was fortune-telling. The students had to practice the regular and irregular future forms while predicting each other's future.
2. Personalization of vocabulary: Vocabulary relating to the student's interests was used for motivation.
3. Testing to combine function, context and accuracy: The participant listened and observed the students while they participated in pairs and a speaking grade was awarded.

All four language functions were practiced as follows:

a. Reading: After each student "selected" his numbers which would represent his fortune, he/she was given the ditto to read in preparation for the speaking activity.
b. Speaking and Listening: Each student took turns telling the other's fortune (using the future tense) while the other listened (primarily for enjoyment).
c. Writing: After practicing the future tense using the "tu"(you -familiar) for the verb, they then wrote out their own future using the "je" (I) form.

Observations: The class enjoyed this pair activity and practiced the structure with much more enthusiasm than had they been given a pattern-response drill. Students who are normally shy were quick to participate and even share their "future" with the entire class after participating in pairs.

for.lang.VIII/96(1)
12/3/89

Renee Kopka
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

FOREIGN LANGUAGES: Improving and Expanding Instruction

Participant Name: Renee Kopka

Session: VIII Date: 4/15/89

Title of Session: Testing Language in Context: Classroom Testing with a Proficiency Flavor

LESSON PLAN

French II
Plantation High School
Text: Nos Amis - Unit 21

Skill: Speaking and Writing
(some Listening and Reading)

Context: "Le Fakir" - Fortune-telling

Function: Predicting (hypothesizing)

Structure: Future tense (regular and irregular forms)

Lesson:

1. Students select 5 numbers from 1 to 25 and write them on a sheet of paper.
2. Students pair up.
3. Students exchange papers with numbers (these numbers will correspond to their "taro" cards.
4. Dittos with statements about future (in infinitive form) are distributed for students to skim for comprehension.
5. Using the numbers they have exchanged, students tell each other's future, using the future tense and the "tu" form of the verb.
6. Students again exchange numbers (so they have their original selection) and practice writing out their own future, using the "je" form of the verb.
7. Volunteers are called upon to share their "future" with the entire class.

** During step #5, the teacher is evaluating the students proficiency.

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12/3/89

Renee Kopka
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

FRANCAIS II, Chapitre 21

LE FAKIR

1. faire un long voyage en bateau
2. gagner beaucoup d'argent
3. se marier avec un homme beau (une famme belle)
4. faire la connaissance d'un étranger
5. être riche
6. avoir beaucoup d'amis
7. habiter dans un pays étranger
8. avoir une vie très heureuse
9. apprendre une autre langue
10. travailler comme professeur de français
11. devenir un(e) champion(ne) da tennis
12. s'amuser beaucoup
13. être un fermier(iere)
14. habiter dans la campagne
15. avoir beaucoup d'enfants
16. recevoir des bonnes notes dans la class de français
17. assister à une universidad fantastique en Europe
18. être un(e) pilote
19. être un chanteur(euse) tres célèbre
20. habiter en Tunisie au bord de la mer
21. acheter un Porsche
22. gagner la loterie
23. être un tapisier(iere)
24. être un membre du Peace Corps
25. habiter dans les montagnes en Quesbec

for.lang.VIII/96(3)
12/3/89

Amy R. Pearlman
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

Judith Liskin-Gasparro reminded us that it is important to test students for communicative proficiency in the target language, and that in order to do so, we must first make certain that we are teaching for proficiency. A classroom that emphasizes proficiency must make frequent use of activities which allow students to communicate for meaning in context, such as role playing and personalized activities for "truth telling." It was suggested that teachers supplement the vocabulary lists presented in our texts, since they do not always provide a complete list of relevant vocabulary for discussion of personalized activities.

Finally, Ms. Liskin-Gasparro suggested that a four-point scale be used to evaluate students on their effort to communicate, comprehensibility (to the teacher), grammatical accuracy and fluency. This scale will allow the teacher to evaluate students with a fair amount of consistency, an important consideration in proficiency testing.

The following lesson plan makes use of a fashion show for context in practicing clothing vocabulary. The girls in my classes generally responded more favorably to this activity then did the boys (for obvious reasons). One way to eliminate some of the embarrassment would be to suggest that students wear deliberately mismatched clothing for an "Unfashionable Fashion Show," or to suggest that students wear a special costume or uniform.

for.lang.VIII/97(1)
12/3/89

Amy R. Pearlman
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

FRENCH I
Text: Bonjour!
Unite 4, Leçon 2
(Acceptable to review of clothing, Reprise, Leçon 5, Tous Ensemble)

Concepts to review: Colors

New concepts: Clothing vocabulary, the verb "porter," expansion of colors vocabulary.

Objective: Students will learn to describe what people are wearing.

1. Introduce clothing vocabulary and colors by going through a box of old clothing that you "found in the attic." (Use actual props if available.) Ask students to repeat the names of the articles of clothing and the colors used to describe them. (Visual aides: Display a poster with squares of color labeled with their names in the target language. Attach labels to the articles of clothing and hang them on a line around the classroom.)

2. Introduce the verb "porter."

3. Check for oral comprehension by asking students to stand if they are wearing a skirt, a sweater, boots, a blue T-shirt, a white shirt, etc.

4. Ask students to find partners by moving around the room and finding someone who is wearing an article of clothing that they are also wearing. When all students have found partners, they must tell the class what article they have in common.

5. Explain to students that they are to prepare for a fashion show. One partner will model, while the other gives a description to the class (audience) of what he or she is wearing. (Allow students to prepare a written description.)

*** Note that the fashion show may be used for testing. The teacher chooses models who are wearing clothing that can be easily described, using the vocabulary that has been presented. One at a time, students describe their models without written preparation.

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12/3/89

Joanne L. Bottinelli
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

The objective of this activity is to practice the use of interrogatives within the context of realistically arranged teenage situations. This goal is achieved through the use of a partner activity which utilizes a pending rock music concert. Secondary benefits are achieved because the students practice using their active and passive vocabulary as well as correct sentence and question structure. Of course, listening and speaking skills are also reinforced.

The students have a high rate of interest in this partner practice activity because rock music concerts play an important part in the teenage world. Most teens today know about rock concerts and their popularity, even if they don't all attend them. The students will be more involved in a topic which deals with a subject with which they are fascinated.

The postactivity allows the students to use their imagination and creativity to develop an activity similar to the one completed. Thus, they are able to transform learned information into an actual useable activity. This gives them more reinforcement experience, as well as the important sense of having achieved something worthwhile in class.

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12/3/89

Joanne L. Bottinelli
April 15, 1989

Evaluating Communicative Skill Development in the Foreign Language Classroom

LESSON PLAN

Objective: To practice the use of interrogatives within the context of a realistically arranged teenage situation.

Activity: The activity will involve pairs of students practicing asking and answering questions in a telephone conversation, concerning a coming U-2 rock concert. There will be the additional benefit of practice with active and passive vocabulary, as well as correct sentence and question structure.

Preactivity: Discuss with the class some of the current favorite rock music groups that teenagers admire. Include discussion of concerts the students have attended and enjoyed and how they came to hear about the arrival of the concert to their area.

Procedure:

1. Each pair of students will have teacher-prepared information to guide them. One student will have the concert advertisement from the newspaper. His partner will have a list of questioning words to use in asking his friend abouth the concert. Space will be provided so that the questioning student can fill in his partner's answers about the concert.

2. The teacher explains the two roles: one student has the advertisement about the concert, and the other student is interested in attending but has not seen the ad. Consequently, it is the latter student who asks for specific details about the concert.

3. As the questioning student asks the questions, he can write down the replies of his friend on the spaces provided next to the listed questioning words.

4. The student being questioned must look at the ad to be able to give the specific answers, such as date of the concert, time, place, cost, etc.

5. At the end of the question and answer session, the students can summarize all of the pertinent information about the concert by comparing the concert ad with the information noted down on the partner's information sheet.

Postactivity: On the following day, the students can work in pairs to make up their own newspaper ad and question sheet. This project, when completed, can be exchanged for the project creations of other students, and the same type of partner practice activity can be reintroduced for further reinforcement of the lesson objectives.

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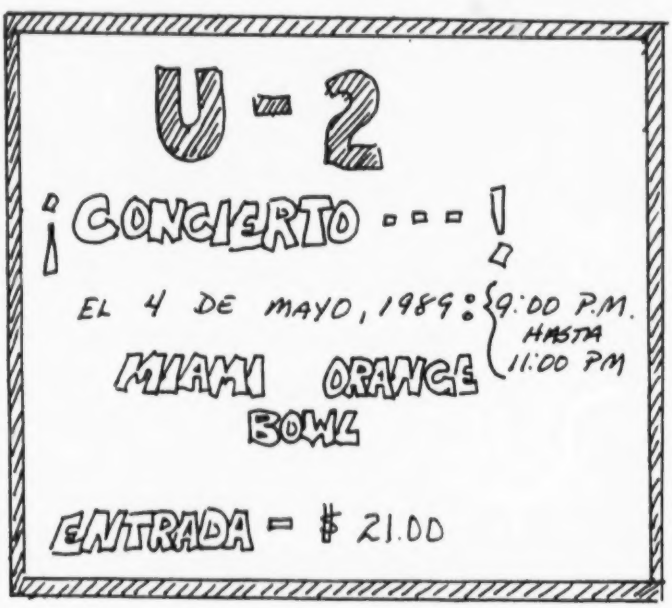
ESPAÑOL
CONCERT WORKSHEET

NOMBRE _____ PERÍODO _____ FECHA _____

1. ¿QUÉ? _____
2. ¿CUÁNDO? _____
3. ¿QUIÉN? _____
4. ¿DÓNDE? _____
5. ¿CUÁNTO? _____
6. ¿A QUÉ HORA? _____
7. ¿CON QUIÉN? _____
8. ¿CÓMO? _____
9. ¿POR QUÉ? _____
10. ¿HASTA CUÁNDO? _____

ESPAÑOL
CONCERT AD